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AUTHOR Arman, Ruby L.; Arman, Mohammad R.

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IDENTIFIERS Dictionary of Occupational Titles; Kansas; Resumes

ABSTRACT

This student guide consists of 17 units of study for use in a prevocational career education course geared toward ninth and tenth grade students. Covered in the individual lessons are the following topics: assessing personal interests, using the Dictionary of Occupational Titles, identifying occupational choices, identifying vocational and educational choices, making decisions, understanding how people communicate nonverbally, making educational or training plans, financing education or training, understanding the types of work available, understanding working conditions and physical demands, examining employer-employee relationships, obtaining information concerning job openings, preparing a resume, completing application forms, and interviewing for a job. Each lesson contains some or all of the following: lesson objectives; an information assignment; supplementary teaching items; classroom, laboratory, shop, or other activities; a lesson review; information sheets; and assignment sheets. (MN)

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PRE-VOCATIONAL CURRICULUM
(CAREER EDUCATION)
FOR
9TH AND 10TH GRADE LEVELS
(STUDENT STUDY GUIDE)

PREPARED BY:
RUBY L. ARMAN, GRADUATE ASSISTANT
AND
MOHAMMAD R. ARMAN, GRADUATE ASSISTANT
VOCATIONAL-TECHNICAL EDUCATION DEPARTMENT
PITTSBURG STATE UNIVERSITY

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STUDENT STUDY GUIDE

THE STUDENT STUDY GUIDE CORRESPONDS WITH THE TEACHER GUIDE. THEY ARE COLOR CODED:

A. GREEN- COVERS THE LESSON OBJECTIVES, INFORMATIONAL ASSIGNMENT, SUPPLEMENTARY TEACHING ITEMS, CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES, AND A LESSON REVIEV.

B. WHITE- COVERS THE INFORMATION AND ASSIGNMENT SHEETS.

STUDY GUIDE FOR LESSON #1

COURSE TITLE : PRE-VOCATIONAL CURRICULUM

UNIT - PERSONAL CHARACTERISTICS ASSESSMENT

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. LIST THE FIVE FACTORS WHICH MAKE UP YOUR PERSONALITY.
2. EXPLAIN THE FOUR TYPES OF DEVELOPMENT PEOPLE GO THROUGH WHILE GROWING UP.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

NONE

ANSWER THE QUESTIONS ON ASSIGNMENT SHEETS:

AS-1-1 ABILITY TO FOLLOW INSTRUCTIONS.

SUPPLEMENTARY LEARNING ITEMS:

1. FILMSTRIPS "GETTING TO KNOW ME", "LEISURE TIME", "YOUR PERSONALITY".
2. GAME, MAKING SENSE OF OUR LIVES.

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. LET STUDENTS COMPLETE AS-1-1 "ABILITY TO FOLLOW INSTRUCTIONS."

LESSON REVIEW:

1. WHAT ARE FIVE OF THE FACTORS THAT MAKE UP YOUR PERSONALITY?

   A.
   B.
   C.
   D.
   E.

2. WHAT ARE THE FOUR TYPES OF DEVELOPMENT PEOPLE GO THROUGH WHILE GROWING UP?

   A.
   B.
   C.
   D.

ASSIGNMENT SHEET

ABILITY TO FOLLOW DIRECTIONS

NAME ______________________________

READ EVERYTHING BEFORE DOING ANYTHING. THE OBJECT OF THIS TEST IS TO POINT OUT THAT DIRECTIONS ARE MEANT TO BE FOLLOWED. STUDENTS OFTEN FIND AN ASSIGNMENT DIFFICULT NOT BECAUSE THEY CANNOT DO THE WORK, BUT BECAUSE THEY HAVE NOT FOLLOWED DIRECTIONS. THEY HAVE NOT FOLLOWED DIRECTIONS BECAUSE THEY DID NOT READ THEM CAREFULLY ENOUGH TO FULLY UNDERSTAND THEM. SOME OF YOU MAY EVEN SKIP READING THIS PRELIMINARY PARAGRAPH, BECUASE YOU DO NOT THINK IT TO BE OF IMPORTANCE. THIS WOULD NOT BE WISE. SOME OF YOU TAKE LONGER TO DO THIS TEST, BUT IF YOU ARE ONE OF THE FIRST TO FINISH, TURN YOUR PAPER OVER AND WAIT PATIENTLY FOR THE OTHERS TO FINISH.

1. PUT YOUR LAST NAME IN THE SPACE PROVIDED WHERE IT SAYS "NAME".
2. DRAW A CIRCLE AROUND YOUR NAME.
3. DRAW FIVE SMALL SQUARES IN THE UPPER LEFT-HAND CORNER OF THIS PAGE.
4. PUT AN "X" IN EACH SQUARE.
5. DRAW A CIRCLE AROUND EACH SQUARE.
6. UNDERLINE "ABILITY TO FOLLOW DIRECTIONS".
7. DRAW A CIRCLE AROUND EACH WORD IN DIRECTION NUMBER SIX.
8. PLACE AN "X" IN THE LOWER LEFT-HAND CORNER OF THIS SHEET.
9. DRAW A TRIANGLE AROUND THE "X" WHICH YOU HAVE JUST DRAWN.
10. ON THE REVERSE SIDE OF THIS PAPER, AT THE TOP RIGHT-HAND CORNER, WRITE 8950 AND 9850.
11. CALL OUT YOUR FIRST NAME BEFORE WRITING ANY MORE ON THIS PAPER.
12. IF YOU THINK YOU HAVE FOLLOWED ALL DIRECTIONS UP TO THIS POINT, CALL OUT "I HAVE".
13. PUT YOUR FIRST NAME IN THE MIDDLE OF THE BOTTOM OF THIS PAGE.
14. NOW THAT YOU HAVE READ EVERYTHING BEFORE DOING ANYTHING, AS YOU WERE INSTRUCTED IN THE OPENING PARAGRAPH, DO ONLY SENTENCES ONE AND FOURTEEN.

STUDY GUIDE FOR LESSON #2

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT - PERSONAL APTITUDE INVENTORY (ASVAB)

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. EXPLAIN THE MEANING OF THE TERM ASVAB.
2. EXPLAIN THE DIFFERENCE BETWEEN AN ACHIEVEMENT TEST AND THE ASVAB.
3. GIVE A BRIEF DESCRIPTION OF THE SIX COMPONENT AREAS OF THE ASVAB.
4. GIVE A BRIEF EXPLANATION OF HOW THE SIX COMPONENT AREAS ARE RELATED TO OCCUPATIONAL CHOICES.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

NONE

ANSWER QUESTIONS ON ASSIGNMENT SHEETS:

NONE

SUPPLEMENTARY LEARNING ITEMS:

1. FILMSTRIPS, "DISCOVER YOURSELF", AND "STORY BEHIND THE NAME ASVAB".
2. PAMPHLETS, "YOUR FUTURE IS NOW", "HOW TO USE ASVAB RESULTS", AND "TIME FOR DECISION".
3. THE ASVAB TEST.
4. MANUAL - ASVAB REFERENCE CENTER (FOR THE INSTRUCTOR).

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. THE STUDENTS WILL COMPLETE A REPORT SHEET.
2. VIEW FILMSTRIPS.
3. COMPLETE THE ASVAB TEST.
4. CHECK THE SAMPLE OCCUPATIONS AND RELATED JOBS WHICH THE STUDENT IS INTERESTED IN.

LESSON REVIEW:

1. EXPLAIN THE MEANING OF ASVAB.

   A.

2. EXPLAIN THE DIFFERNECE BETWEEN AN ACHIEVEMENT TEST AND THE ASVAB.

   A.

3. GIVE A BRIEF DESCRIPTION OF WHAT THE SIX COMPONENT AREAS OF ASVAB MEASURE.

   A.

   B.

   C.

   D.

   E.

   F.

4. GIVE A BRIEF DESCRIPTION OF HOW THE SIX COMPONENT AREAS ARE RELATED TO OCCUPATIONAL CHOICES.

   A.

   B.

   C.

   D.

   E.

   F.

STUDY GUIDE FOR LESSON #3

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT - BASIC INTRODUCTION TO THE PERSONAL INTEREST ASSESSMENT.

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. EVALUATE THEIR SOCIALIST, REALISTIC, ARTISTIC, CONVENTIONAL, ENTERPRISING AND/OR INVESTIGATIVE CHARATERISTICS BY COMPLETING THE DR. JOHN HOLLAND "SELF-DIRECTED SEARCH: FOR EDUCATIONAL AND VOCATIONAL PLANNING" BOOKLET.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

NONE

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEETS:

NONE

SUPPLEMENTARY LEARNING ITEMS:

1. FILMSTRIP, "EXAMINING YOUR INTERESTS".
2. DR. JOHN HOLLAND, SELF-DIRECTED SEARCH: SPECIMEN SET.

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. COMPLETE BOOKLET "SELF-DIRECTED SEARCH FOR EDUCATIONAL AND VOCATIONAL PLANNING - FORM E."
2. EVALUATE RESULTS OF BOOKLET.
3. COMPARE THE STUDENTS CODE TO THE JOB DESCRIPTIONS FOUND IN BOOKLET "UNDERSTANDING YOURSELF AND YOUR CAREER".

LESSON REVIEW:

1. PERSONAL INTEREST ARE IMPORTANT, THEY SOULD BE CAREFULLY EXAMINED TO SEE HOW THEY CAN BE RELATED TO OCCUPATIONAL CHOICES OR OTHER CAREER ACTIVITIES.

   TRUE OR FALSE.

2. LIST SIX PERSONALITY TYPES.

   A.
   B.
   C.
   D.
   E.
   F.

3. LIST AT LEAST FOUR DESCRIPTIONS OF EACH PERSONALITY TYPES.

   A.
      1.
      2.
      3.
      4.
   B.
      1.
      2.
      3.
      4.
   C.
      1.
      2.
      3.
      4.
   D.
      1.
      2.
      3.
      4.
   E.
      1.
      2.
      3.
      4.
   F.
      1.
      2.
      3.
      4.

STUDY GUIDE FOR LESSON # 4

COURSE TITLE : PRE-VOCATIONAL CURRICULUM

UNIT - USING THE DICTIONARY OF OCCUPATIONAL TITLES

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. IDENTIFY D.O.T. SCHEMES AND CODES.
2. USE THE D.O.T. TO DEFINE SPECIFIC JOB TITLES.
3. LIST THE NINE OCCUPATIONAL CATEGORIES.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

IS-4-1 JOB DEFINITIONS (VOLUME I)

IS-4-2 OCCUPATIONAL CLASSIFICATION AND CODE (VOLUME II)

IS-4-3 D.O.T. CODE WORKER TRAITS

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEET:

AS-4-1 OCCUPATIONS

AS-4-2 JOB CODING

SUPPLEMENTARY LEARNING ITEMS:

1. PAMPHLET - "HOW TO USE THE NEW D.O.T.".
2. DICTIONARY OF OCCUPATIONAL TITLES, 3RD EDITION, 1965.
3. EXPLORING CAREERS, 1979.

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. LET STUDENT COMPLETE AS-4-1 & 2.

LESSON REVIEW:

1. WHAT INFORMATION ARE YOU ABLE TO FIND UNDER THE JOB DEFINITIONS IN THE D.O.T.?

   A.
   B.
   C.
   D.

2. HOW MANY GENERAL OCCUPATIONAL CATEGORIES ARE LISTED IN THE D.O.T.?

   A.

3. WHAT ARE THE INDIVIDUAL OCCUPATIONS IDENTIFIED BY?

   A.

4. WHAT DO THE FIRST THREE DIGITS REFER TO IN THE OCCUPATIONAL CODE?

   A.

5. WHAT DO THE LAST THREE DIGITS REFER TO IN THE OCCUPATIONAL CODE?

   A.

6. WHAT ARE THE LAST THREE DIGITS IN RELATIONSHIP TO?

   A.
   B.
   C.

VOLUME I

JOB DEFINITIONS

THERE ARE 21,741 SEPARATE OCCUPATIONS DEFINED WHICH ARE ALSO KNOWN BY 13,809 ADDITIONAL TITLES MAKING 35, 550 TITLES DEFINED. THIS EDITION CONTAINS 6,432 JOBS NEW TO DOT.

ALL JOB TITLES ARE ARRANGED IN ALPHABETICALORDER. OTHER NAMES FOR THE SAME JOB ARE ALSO INCLUDED. SEE THE EXAMPLE BELOW FOR CATALOGER. THERE IS A FULL REFERENCE GIVEN. IF YOU LOOKED UNDER THE JOB TITLE DESCRIPTIVE CATALOGER, YOU WOULD FIND A CROSS REFERENCE TO CATALOGER.

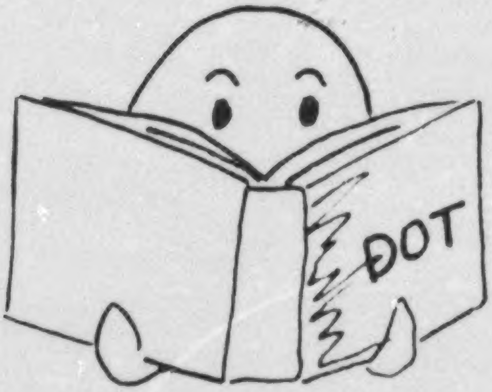
EXAMPLE: DESCRIPTIVE CATALOGER, SEE CATALOGER.

WHAT INFORMATION IS INCLUDED IN THIS JOB DEFINITION? IT TELLS WHAT GETS DONE, HOW IT GETS DONE, AND WHY IT GETS DONE.

EXAMPLE: CATALOGER (LIBRARY) 100.388 CATALOG LIBRARIAN; DESCRIPTIVE CATALOGER. COMPILED INFORMATION ON LIBRARY MATERIALS, SUCH AS BOOKS AND PERIODICALS, AND PREPARES CATALOG CARDS TO IDENTITY AND TO INTEGRATE INFORMATION INTO LIBRARY CATALOG; VERIFIES AUTHOR, TITLE AND CLASSIFICATION NUMBER.

OTHER TYPES OF INFORMATION WHICH MAY BE INCLUDED IN A JOB DESCRIPTION ARE:

1. THE FUNCTIONS PERFORMED BY THE WORKER.
2. SIGNIFICANT APTITUDES, INTERESTS AND TEMPERAMENTS REQUIRED BY THE JOB.
3. CRITICAL PHYSICAL DEMANDS AND WORKING CONDITIONS.



VOLUME II

OCCUPATIONAL CLASSIFICATION AND CODE

1. INDIVIDUAL OCCUPATIONS ARE IDENTIFIED BY A 6-DIGIT CODE. EXAMPLE: JOB, AUTO MECHANIC 620.281.
2. THIS 6-DIGIT NUMBER IDENTIFIES TWO ARRANGEMENTS OF JOBS. THE FIRST THREE DIGITS (620) REFERS TO THE OCCUPATIONAL GROUP ARRANGEMENT AND THE SECOND THREE DIGITS (281) REFER TO WORKER TRAITS ARRANGEMENT.

LET'S LEARN ABOUT THE FIRST THREE DIGITS, THE OCCUPATIONAL GROUP DIGITS. THEY REFLECT THE WORK FIELD, PURPOSE, MATERIAL, PRODUCT, SUBJECT METTER, SERVICE, GENERIC TERM AND/OR INDUSTRY OF OCCUPATIONS.

THE FIRST DIGIT REFLECTS ONE OF NINE GENERAL OCCUPATIONAL CATEGORIES. THEY ARE AS FOLLOWS:

1. PROFESSIONAL, TECHNICAL AND MANAGERIAL OCCUPATIONS
2. CLERICAL AND SALES OCCUPATIONS
3. SERVICE OCCUPATIONS
4. FARMING, FISHERY, FORESTRY AND RELATED OCCUPATIONS
5. PROCESSING OCCUPATIONS
6. MACHINE TRADES OCCUPATIONS
7. BENCH WORK OCCUPATIONS
8. STRUCTURAL WORK OCCUPATIONS
9. MISCELLANEOUS OCCUPATIONS

THESE CATEGORIES CAN BE FURTHER DIVIDED INTO EIGHTY-FOUR 2 DIGIT DIVISIONS. THE EIGHTY-FOUR 2 DIGIT DIVISIONS ARE SUB-DIVIDED INTO 603 DISTINCTIVE 3 DIGIT GROUPS. FOR A FULL LIST OF THESE, REFER TO PAGES 3 THROUGH 24 IN D.O.T. SEE EXAMPLE ON PAGE 6.

EXAMPLE OF USING 2ND AND 3RD DIGITS:

2	CLERICAL AND SALES OCCUPATIONS
20	STENOGRAPHY, TYPING, FILING AND RELATED AREAS
201	SECRETARIES

WORKER TRAITS ARRANGEMENT:

NOW YOU HAVE LEARNED WHAT THE FIRST THREE DIGITS ARE. THE 2ND 3 DIGITS LOCATED TO THE LEFT OF THE DECIMAL POINT REFER TO WORK TRAITS IN RELATION TO DATA, PEOPLE, AND THINGS. THEY EXPRESS THE LEVEL OF COMPLEXITY AT WHICH THE JOB REQUIRES THE WORKER TO FUNCTION.

DATA (4TH DIGIT)

0 SYNTHESIZING
1 COORDINATING
2 ANALYZING
3 COMPILING
4 COMPUTING
5 COPYING
6 COMPARING
7 NO SIGNIFICANT RELATIONSHIP
8 NO SIGNIFICANT RELATIONSHIP

PEOPLE (5TH DIGIT)

0 MENTORING
1 NEGOTIATING
2 INSTRUCTING
3 SUPERVISING
4 DIVERTING
5 PERSUADING
6 SPEAKING - SIGNALING
7 SERVING
8 NO SIGNIFICANT RELATIONSHIP

THINGS (6TH DIGIT)

0 SETTING-UP
1 PRECISION WORKING
2 OPERATING-CONTROLLING
3 DRIVING-OPERATING
4 MANIPULATING
5 TENDING
6 FEEDING-OFFBEARING
7 HANDLING
8 NO SIGNIFICANT RELATIONSHIP

USE THIS CODE IN HELPING YOU TO UNDERSTAND THE EXAMPLES LOCATED ON THE NEXT SHEET.

EXAMPLES OF D.O.T. CODE WORKER TRAITS:

JOB TITLE	DOT CODE		DOT CODE MEANING
HIGH SCHOOL TEACHER	091.228	(THINGS)	8 - NO SIGN. RELATIONSHIP
		(PEOPLE)	2 - INSTRUCTING
		(DATA)	2 - COORDINATING
STOCK CLERK	223.387	(THINGS)	7 - HANDLING THINGS
		(PEOPLE)	8 - NO SIGN. RELATIONSHIP
		(DATA)	3 - COMPILING

FOR FURTHER INFORMATION ON JOB QUALIFICATIONS IN CERTAIN GROUP AREAS, YOU MAY WANT TO USE THE WORKER TRAITS ARRANGMENTS IN VOLUME II.

OCCUPATIONS

USING THE D.O.T., BRIEFLY DESCRIBE THE FOLLOWING JOB TITLES:

1. BACK WASHER -
2. FROG SHAKER -
3. BANANA SPOTTER -
4. CAR WHACKER -
5. BANK BOSS -
6. KISS SETTER -
7. JOGGER -
8. HAND SHAKER -
9. BEAD BUILDRR -
10. TIE PULLER -

JOB CODING

STEP 1. IN TABLE I AT THE BOTTOM OF THIS PAGE, WRITE THE NAMES OF FIVE JOBS WHICH ARE INTERESTING TO YOU.

STEP 2. USE THE INFORMATION SHEET ON WORKER TRAITS ARRANGEMENT AND MAKE AN ESTIMATE OF THE CORRECT CODE TO DESCRIBE THIS JOB. RECORD THIS ESTIMATE IN TABLE I

STEP 3. USE VOLUME I OR II OF THE D.O.T. AND LOOK UP THE D.O.T. CODE DESIGNATION FOR EACH JOB. COMPARE THESE DESIGNATIONS TO YOUR ESTIMATE.

TABLE I

NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	DOT CODE DESIGNATION
1. ________________	XXX._ _ _	________________
2. ________________	XXX._ _ _	________________
3. ________________	XXX._ _ _	________________
4. ________________	XXX._ _ _	________________
5. ________________	XXX._ _ _	________________

STUDY GUIDE FOR LESSON # 5

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT: IDENTIFYING OCCUPATIONAL CHOICES.

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. LIST THE TWENTY OCCUPATIONAL CLUSTERS.
2. LIST AT LEAST TWO OCCUPATIONS IN EACH CLUSTER.
3. WRITE A JOB DESCRIPTION FOR AT LEAST ONE OCCUPATIONS IN ANY CLUSTER THE STUDENT IS INTERESTED IN.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

IS-5-1 OCCUPATIONAL CLUSTERS

IS-5-2 OCCUPATIONS IN CLUSTERS

IS-5-3 JOB DESCRIPTION

ANSWER THE QUESTIONS ON ASSIGNMENT SHEET:

AS-5-1 IDENTIFYING OCCUPATIONAL CLUSTERS

AS-5-2 IDENTIFYING OCCUPATIONS IN CLUSTERS

AS-5-3 WRITING A JOB DESCRIPTION

SUPPLEMENTARY LEARNING ITEMS:

1. OCCUPATIONAL OUTLOOK HANDBOOK.
2. POSITION CLASSIFICATION MANUAL.
3. FILMSTRIP "WORLD OF WORK SERIES."
4. GUEST SPEAKER.

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. LET EACH STUDENT SELECT AN OCCUPATION FROM ANY OF THE CLUSTERS THEY ARE INTERESTED IN AND WRITE A JOB DESCRIPTION FOR THE OCCUPATION SELECTED.
2. LET STUDENTS COMPLETE AS-5-1,2,&3.

LESSON REVIEW:

1. LIST FIVE (5) OCCUPATIONAL CLUSTERS.

   A.
   B.
   C.
   D.
   E.

2. MENTION ANY TWO OCCUPATIONS IN EACH OF THE FIVE (5) CLUSTERS.

   A.
   B.
   C.
   D.
   E.

3. NAME ONE SOURCE OF INFORMATION ABOUT OCCUPATIONAL CLUSTERS.

   A.

4. WHAT TOPICS ARE CONSIDERED WHEN WRITING A JOB DESCRIPTION?

   A.
   B.
   C.
   D.

INFORMATION SHEET

OCCUPATIONAL CLUSTERS

AN OCCUPATIONAL CLUSTER IS A GROUP OF RELATED JOBS REQUIRING LIKE SKILLS AND KNOWLEDGES.

THERE ARE TWENTY OCCUPATIONAL CLUSTERS. THEY ARE:

1. ADMINISTRATIVE AND MANAGERIAL OCCUPATIONS.
2. ENGINEERS, SURVEYORS AND ARCHITECTS.
3. NATURAL SCIENTISTS AND MATHEMATICIANS.
4. SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS AND LAWYERS.
5. TEACHERS, LIBRARIANS AND COUNSELORS.
6. HEALTH DIAGNOSING AND TREATING PRACTITIONER.
7. REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS, AND PHYSICIAN ASSISTANTS.
8. HEALTH TECHNOLOGISTS AND TECHNICIANS.
9. WRITERS, ARTISTS, AND ENTERTAINERS.
10. TECHNOLOGISTS AND TECHNICIANS (NON-HEALTH).
11. MARKETING AND SALES OCCUPATIONS.
12. ADMINISTRATIVE SUPPORT OCCUPATIONS INCLUDING CLERICAL.
13. SERVICE OCCUPATIONS.
14. AGRICULTURAL AND FORESTRY OCCUPATIONS.
15. MECHANICS AND REPAIRERS.
16. CONSTRUCTION AND EXTRACTIVE OCCUPATIONS.
17. PRODUCTION OCCUPATIONS.
18. TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS.
19. HELPERS, HANDLERS, EQUIPMENT CLEANERS AND LABORERS.
20. MILITARY OCCUPATIONS.

IS-5 -2

INFORMATION SHEET

OCCUPATIONS IN CLUSTERS

EACH OCCUPATIONAL CLUSTER HAS MANY RELATED OCCUPATIONS. LISTED ON THE LEFT ARE OCCUPATIONAL CLUSTERS WITH CORRESPONDING RELATED OCCUPATIONS ON THE RIGHT.

OCCUPATIONAL CLUSTER	RELATED OCCUPATIONS
1. ADMINISTRATIVE AND MANAGERIAL OCCUPATIONS.	A. ACCOUNTANTS AND AUDITORS. B. BANK OFFICERS AND MANAGERS. C. CITY MANAGERS. D. PERSONNEL SPECIALISTS. E. UNDERWRITERS.
2. ENGINEERS, SURVEYORS, AND ARCHITECTS.	A. ARCHITECTS. B. SURVEYORS. C. AEROSPACE ENGINEERS. D. AGRICULTURAL ENGINEERS. E. MECHANICAL ENGINEERS.
3. NATURAL SCIENTISTS AND MATHEMATICIANS.	A. ACTUARIES. B. MATHEMATICIANS. C. STATISTICIANS. D. SYSTEM ANALYSTS. E. METEOROLOGISTS.
4. SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS, AND LAWYERS.	A. LAWYERS. B. ANTHROPOLOGISTS. C. ECONOMICS. D. POLITICAL SCIENTISTS. E. PSYCHOLOGISTS.
5. TEACHERS, LIBRARIAN, AND COUNSELORS.	A. COLLEGE FACULTY. B. EMPLOYMENT COUNSELORS. C. ELEMENTARY SCHOOL TEACHERS. D. LIBRARIANS. E. SECONDARY SCHOOL TEACHERS.
6. HEALTH DIAGNOSING AND TREATING PRACTITIONERS.	A. DENTISTS. B. OPTOMETRISTS. C. PHYSICIANS. D. VETERINARIANS. E. PODIATRISTS.
7. REGISTER NURSES, PHARMACISTS, DIETITIANS, THERAPISTS AND PHYSICIAN ASSISTANTS.	A. DIETITIANS. B. OCCUPATIONAL THERAPISTS. C. PHARMACISTS. D. PHYSICAL THERAPISTS. E. REGISTERED NURSES.

IS-5 -2 (CON'T)

8. HEALTH TECHNOLOGISTS AND TECHNICIANS.	A. DENTAL HYGIENISTS. B. ELECTROCARDIOGRAPH TECHNICIANS. C. MEDICAL LABORATORY WORKERS. D. RADIOLOGIC TECHNOLOGISTS. E. SURGICAL TECHNICIANS.
9. WRITERS, ARTISTS, AND ENTERTAINERS.	A. PUBLIC RELATION WORKERS. B. REPORTERS AND CORRESPONDENTS. C. WRITERS AND EDITORS. D. DISPLAY WORKERS. E. INTERIOR DESIGNERS.
10. TECHNOLOGISTS AND TECHNICIANS (NON-HEALTH).	A. AIR TRAFFIC CONTROLLERS. B. DRAFTERS. C. LEGAL ASSISTANTS. D. PROGRAMMERS. E. TECHNICAL WRITERS.
11. MARKETING AND SALES OCCUPATIONS.	A. ADVERTISING WORKERS. B. CASHIERS. C. INSURANCE AGENTS. D. TRAVEL AGENTS. E. RETAIL TRADE SALES WORKERS.
12. ADMINISTRATIVE SUPPORT OCCUPATIONS.	A. BANK CLERKS. B. BOOKKEEPERS AND ACCOUNTING CLERK. C. CLAIM REPRESENTATIVE. D. COMPUTER OPERATING PERSONNEL. E. RECEPTIONISTS.
13. SERVICE OCCUPATIONS.	A. FIRE FIGHTERS. B. BARBERS. C. POLICE OFFICERS. D. BARTENDERS. E. CHEFS.
14. AGRICULTURAL AND FORESTRY OCCUPATIONS.	A. ANIMAL CARETAKERS. B. FARM OPERATORS. C. FARM SUPERVISORS. D. GROUNDSKEEPER. E. TIMBERCUTTING AND LOGGING WORKERS.
15. MECHANICS AND REPAIRERS.	A. AIRCRAFT MECHANICS. B. AUTOMOBILE MECHANICS. C. APPLIANCE REPAIRERS. D. ELECTRIC SIGN REPAIRERS. E. WATCH REPAIRERS.

16. CONSTRUCTION AND EXTRACTIVE OCCUPATIONS.
    - A. BRICKLAYERS AND STONEMASONS.
    - B. CARPENTERS.
    - C. GLAZIERS.
    - D. PLASTERERS.
    - E. ROOFERS.

17. PRODUCTION OCCUPATIONS.
    - A. BOOKBINDERS.
    - B. COMPOSITORS.
    - C. FURNITURE UPHOLSTERERS.
    - D. JEWELERS.
    - E. MOLDERS.

18. TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS.
    - A. BUS DRIVERS.
    - B. AIRPLANE PILOTS.
    - C. TRUCK DRIVERS.
    - D. MERCHANT MARINE OFFICERS.
    - E. MERCHANT MARINE SAILORS.

19. HELPERS, HANDLERS, EQUIPMENT CLEANERS AND LABORERS.
    - A. CONSTRUCTION LABORERS.
    - B. PRODUCTION PACKAGERS.
    - C. GARBAGE COLLECTORS.
    - D. VEHICLE CLEANERS.
    - E. SHIPPING PACKAGERS.

20. MILITARY OCCUPATIONS.
    - A. FUNCTIONAL SUPPORT AND ADMINISTRATIVE WORKERS.
    - B. CRAFT WORKERS.
    - C. SERVICE AND SUPPLY HANDLERS.
    - D. INFANTRY, GUNCREWS AND SEAMANSHIP SPECIALISTS.
    - E. COMMUNICATIONS AND INTELLIGENCE SPECIALISTS.

ELECTRONICS TECHNICIAN I

04-02-1-141

DEFINITION OF WORK

THIS IS TECHNICAL AND SKILLED WORK IN THE REPAIR, MAINTENANCE, AND CONSTRUCTION OF ELECTRONIC DEVICES AND EQUIPMENT.

WORK INVOLVES THE APPLICATION OF ELECTRONIC KNOWLEDGES AND SKILLS TO REPAIR, MODIFY, MAINTAIN, OR CONSTRUCT A LIMITED VARIETY OF LESS COMPLEX ELECTRONIC DEVICES AND EQUIPMENT. AFTER INITIAL INSTRUCTIONS, EMPLOYEES PERFORM REPAIRS AND MAINTENANCE DUTIES UNDER LIMITED TECHNICAL DIRECTION; HOWEVER, WORK ASSOCIATED WITH THE FABRICATION AND MODIFICATION OF SPECIALIZED EQUIPMENT IS NORMALLY PERFORMED UNDER CLOSE TECHNICAL SUPERVISION, OR TECHNICAL ASSISTANCE IS READILY AVAILABLE. WORK IS REVIEWED FOR QUALITY, COMPLIANCE WITH INSTRUCTIONS, AND RESULTS OBTAINED.

EXAMPLES OF WORK PERFORMED

ASSISTS IN THE DESIGN AND CONSTRUCTION OR MODIFICATION OF COMPLEX ELECTRONIC EQUIPMENT AND DEVICES.

REPAIRS, CLEANS, AND LUBRICATES ELECTRONIC AND ELECTRO-MECHNICAL EQUIPMENT AND DEVICES.

SETS UP EQUIPMENT FOR LABORATORY EXPERIMENTS AND EXPLAINS METHOD OF OPERATION.

CONSTRUCTS ELECTRONIC CIRCUITS FROM SKETCHES.

CONSTRUCTS LESS COMPLEX ELECTRONIC DEVICES.

MAINTAINS INVENTORY CONTROL RECORDS.

PERFORMS RELATED WORK AS REQUIRED.

REQUIRED KNOWLEDGES, ABILITIES, AND SKILLS

KNOWLEDGE OF THE PRINCIPLES AND TECHNIQUES OF APPLIED ELECTRONICS.

KNOWLEDGE OF THE CONSTRUCTION, USE, AND OPERATION OF BASIC ELECTRONIC DEVICES AND EQUIPMENT.

ABILITY TO READ AND UNDERSTAND ELECTRONIC AND ELECTRICAL SPECIFICATIONS, DIAGRAMS, AND MANUALS.

SKILL IN THE REPAIR, MAINTENANCE, AND OPERATION OF LESS COMPLEX ELECTRONIC EQUIPMENT AND DEVICES.

SKILL IN USE OF STANDARD ELECTRONIC TEST EQUIPMENT AND BENCH AND HAND TOOLS.

EDUCATION AND EXPERIENCE

GRADUATION FROM AN ACCREDITED TWO YEAR TECHNICAL SCHOOL, WITH MAJOR COURSE WORK IN ELECTRONICS.

KANSAS DEPT. OF ADMINISTRATION, DIVISION OF PERSONNEL SERVICES POSITION CLASSIFICATION MANUAL, TOPEKA, JULY 30, 1982.

ASSIGNMENT SHEET

OCCUPATIONAL CLUSTERS

1. LIST BY NAME ANY TEN OCCUPATIONAL CLUSTERS.

A.
B.
C.
D.
E.
F.
G.
H.
I.
J.

2. WHICH OF THESE CLUSTERS ARE OF SPECIAL INTEREST TO YOU? WHY?

A. CLUSTER 1 ____________________

REASONS FOR BEING INTERESTED ______________________________

____

____

B. CLUSTER 2 ____________________

REASONS FOR BEING INTERESTED ______________________________

____

____

C. CLUSTER 3 ____________________

REASONS FOR BEING INTERESTED ______________________________

____

____

AS-5 -2

ASSIGNMENT SHEET

OCCUPATIONS IN CLUSTERS

INDICATE THE CLUSTER TO WHICH EACH OF THE LISTED OCCUPATIONS BELONGS.

OCCUPATIONS	CLUSTERS
1. LAWYERS	
2. DENTISTS	
3. INTERIOR DESIGNERS	
4. LEGAL ASSISTANTS	
5. BARBERS	
6. FIREFIGTHERS	
7. JEWELERS	
8. WATCH REPAIRERS	
9. ACCOUNTANTS	
10. ACCOUNT CLERKS	
11. CASHIERS	
12. POLICE OFFICERS	
13. PHYSICIANS	
14. SURGICAL TECHNICIANS	
15. METEOROLOGISTS	

ASSIGNMENT SHEET

JOB DESCRIPTION

SELECT A JOB UNDER ANY OF THE CLUSTERS THAT YOU ARE INTERESTED IN. WRITE A DESCRIPTION OF THE JOB UNDER THE JOLLOWING TOPICS:

TITLE OF JOB ______________________________

DEFINITION OF WORK ______________________________

____

____

____

EXAMPLES OF WORK ______________________________

____

____

____

REQUIRED KNOWLEDGES, ABILITIES AND SKILLS ______________________________

____

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EDUCATION AND EXPERIENCE ______________________________

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STUDY GUIDE FOR LESSON #6

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT - IDENTIFYING VOCATIONAL AND EDUCATIONAL CHOICES

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO:

1. LIST THE EDUCATIONAL TRACKS TO WORK.
2. DEFINE HIGH SCHOOL DROPOUT AND LIST KINDS OF JOBS AVAILABLE TO HIGH SCHOOL DROPOUTS.
3. LIST FACTORS IN VOCATIONAL CHOICE.
4. LIST AND DEFINE WORK TRAITS.
5. MATCH HIGH SCHOOL SUBJECTS WITH JOBS.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

IS-6-1 EDUCATIONAL TRACKS TO JOBS

IS-6-2 JOBS FOR HIGH SCHOOL DROPOUTS

IS-6-3 FACTORS IN VOCATIONAL CHOICE

ANSWER QUESTIONS OF ASSIGNMENT SHEETS:

AS-6-1 WHICH TRACK TO WHICH JOB

AS-6-2 JOBS FOR HIGH SCHOOL DROPOUTS

AS-6-3 JOB, ATTITUDES AND SPECIAL CHARATERIATICS.

AS-6-4 HIGH SCHOOL SUBJECTS AND JOBS.

SUPPLEMENTARY LEARNING ITEMS:

1. TRANSPARENCY T-6-1 "WHICH TRACK ARE YOU TAKING?"

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. LET EACH STUDENT SELECT A JOB THAT IS OF INTEREST TO THEM.
    - A. INDICATE THE EDUCATIONAL TRACK TO THE SELECTED JOB.
    - B. INDICATE THE SPECIAL TRAITS REQUIRED FOR THE JOB.
    - C. LIST THE KEY HIGH SCHOOL SUBJECTS FOR THE JOB.

LESSON REVIEW:

1. NAME FOUR EDUCATIONAL TRACKS TO A JOB.

   A.
   B.
   C.
   D.

2. LIST FIVE FACTORS THAT CAN INFLUENCE YOUR CHOICE OF VOCATION.

   A.
   B.
   C.
   D.
   E.

3. WHAT SATISFACTION CAN YOU GET FROM THE JOB YOU ARE INTERESTED IN?

   A.

4. LIST AND DEFINE ANY FIVE WORK TRAITS.

   A.

   B.

   C.

   D.

   E.

5. NAME TWO JOBS AND INDICATE THREE KEY HIGH SCHOOL SUBJECTS REQUIRED TO PREPARE FOR THE JOB.

   A.

      1.
      2.
      3.

   B.

      1.
      2.
      3.

INFORMATION SHEET

EDUCATIONAL TRACKS TO JOBS

THERE ARE FOUR EDUCATIONAL TRACKS TO THE WORLD OF WORK.

A. THE FIRST TRACK GOES THROUGH THE HIGH SCHOOL. IT LEADS TO SEMI-SKILLED JOBS LIKE:

1. MACHINE OPERATOR
2. FILE CLERK
3. BANK TELLER
4. TYPIST
5. CASHIER

B. THE SECOND TRACK GOES THROUGH THE TECHNICAL SCHOOL. IT LEADS TO SKILLED JOBS LIKE:

1. BOOKKEEPER
2. CRAFTSMAN
3. WATCHMAKER
4. MECHANICS
5. OPERATING ENGINEER

C. THE THIRD TRACK GOES THROUGH TWO YEAR COLLEGE. IT LEADS TO SEMI-PROFESSIONAL JOBS LIKE:

1. SECRETARY
2. DRAFTERS
3. COMMERCIAL ARTIST
4. TECHNICIANS
5. TECHNICAL WRITERS

D. THE FOURTH TRACK GOES THROUGH THE FOUR YEAR COLLEGE. IT LEADS TO PROFESSIONAL JOBS LIKE:

1. ACCOUNTANT
2. LAWYER
3. ARCHITECT
4. TEACHER
5. DENTIST

INFORMATION SHEET

JOBS FOR HIGH SCHOOL DROPOUT

WHO IS A HIGH SCHOOL DROPOUT?..........

WHAT JOBS ARE AVAILABLE TO HIGH SCHOOL DROPOUTS?

A. JOBS BY SKILL LEVEL--UNSKILLED

B. TYPICAL OCCUPATIONS

1. LABORER
2. DISHWASHER
3. PORTER
4. TRUCK HELPER
5. FARM HAND
6. CLEANERS
7. PRODUCTION PACKAGER
8. GARBAGE COLLECTOR
9. SHIPPING PACKAGER
10. JANITOR

C. LOCATION OF JOB

1. MANUFACTURING
2. CONSTRUCTION
3. FARMING
4. ROAD BUILDING
5. INSTITUTIONS

D. REQUIREMENTS FOR JOBS

1. PHYSICAL STRENGTH
2. ENDURANCE
3. WILLINGNESS TO DO MONOTONOUS WORK
4. WILLINGNESS TO DO DIRTY WORK

ADVANCEMENT OPPORTUNITY IS GENERALLY POOR AND EARNING IS LOWER THAN OTHER OCCUPATIONS.

INFORMATION SHEET

FACTORS IN VOCATIONAL CHOICE

THE FOLLOWING FACTORS HAVE BEEN KNOWN TO INFLUENCE ONES CHOICE OF WORK:

A. CHANCE

JOE IS JUST GETTING READY TO LEAVE SCHOOL. HE HAS NO IDEA WHAT HE WISHES TO BE. HE DOESN'T KNOW WHAT CAREER HE WOULD LIKE TO FOLLOW OR WHAT WORK IS MOST SUITED TO HIS ABILITIES. HE FEELS AT A LOSS. HIS UNCLE WHO IS EMPLOYED IN A BANK LEARNED OF THE SITUATION AND HELPED JOE TO GET A PLACE IN THE BANK. JOE THUS BECOME A WORKER IN THE BANK BY CHANCE.

B. ENVIROMENT

FRANCIS IS THE SON OF A BOLTON COTTON-MILLER OWNER. EVERYBODY AROUND HIM WAS IN THE COTTON TRADE. THE TOWN OF BOLTON WAS SUPPORTED BY COTTON BUSINESS. FRANCIS WHO HAS A GOOD VOICE AND WAS INTERESTED IN OPERA FOUND HIMSELF BEING THRUST INTO THE COTTON INDUSTRY AS A DESIGNER OF TEXTILES. FRANCIS HAS ALLOWED HIS ENVIROMENT TO DICTATE A JOB FOR HIM.

C. TRADITION

RICHARD'S FATHER WAS A REPUTABLE LAWYER. HE WAS SUCCESSFUL AND HE HELD THE HIGHEST OFFICE IN THE PROFESSION. RICHARD BEING THE ELDEST SON WAS FORCED TO FOLLOW THE LAW PROFESSION. THOUGH RICHARD INHERITED A WELL KNOWN NAME, MONEY AND PARENTAL INFLUENCE TO START HIS LAW CAREER,BUT ONE THING WAS MISSING - HIS VERBAL ABILITY WAS JUST AVERAGE. RICHARD BECAME A LAWYER BECAUSE HIS FATHER AND HIS GRANDFATHER WERE LAWYERS. HE WAS FORCED TO FOLLOW TRADITION IN SELECTING A CAREER.

D. FACILITY/APTITUDE

DAN HAS A SUPERLATIVE MEMORY, GOOD VERBAL ABILITY AND EXCELLENT ABILITY TO BUILD UP A GOOD VOCABULARY. DAN'S PARENTS GAVE HIM GOOD EDUCATION. HOWEVER, THEY WANTED HIM TO BE A MECHANICAL ENGINEER. DAN REALIZED EARLY ENOUGH THAT HIS MECHANICAL APTITUDE IS LOW. HE INSISTED ON BECOMING A LAWYER- A PROFESSION HE IS INTERESTED IN. DAN'S CHOICE OF OCCUPATION HAS BEEN BASED ON APTITUDE AND INTEREST.

E. PERSONALITY

DORIS IS A SHY, TIMID LADY AND AN INTROVERT, TOO. SHE HAS BEEN WORKING AS A SALES LADY FOR A COSMETIC COMPANY. SHE WAS NOT GETTING ANYWHERE WITH HER JOB AND SHE WAS GOING TO QUIT WHEN HER EMPLOYER TRANSFERED HER TO THE RESEARCH DEPARTMENT, BEING AN INTELLIGENT LADY WITH ANALYTICAL MIND, SHE BECAME VERY SUCCESSFUL ON HER NEW JOB.

INFORMATION SHEET

YOUR WORK TRAITS

TRAIT IS A DISTINGUISHING QUALITY OR CHARACTERISTIC. YOUR WORK TRAIT IS YOUR OCCUPATIONAL PERSONALITY.

SOME WORK TRAITS ARE:

1. MANUAL DEXTERITY - ABILITY TO MOVE YOUR HAND EASILY AND SKILLFULLY.

   POSSIBLE JOBS - DENTISTS, MACHINISTS, PYSICIANS, AIRLINE PILOTS.

2. FINGER DEXTERITY - ABILITY TO MANIPULATE SMALL OBJECTS WITH YOUR FINGERS QUICKLY AND ACCURATELY.

   POSSIBLE JOBS - DENTISTS, SURGEON, COMMERCIAL ARTISTS.

3. EYE-HAND-FOOT COORDINATION - ABILITY TO GET EYES, HANDSAND FEET TO WORK TOGETHER AS A TEAM IN A COORDINATED MANNER.

   POSSIBLE JOBS - ELECTRICIANS AND TRUCK DRIVERS

4. COLOR DISCRIMINATION - ABILITY TO IDENTIFY AND RECOGNIZE DIFFERENCES AMONG COLORS AND SHADES.

   POSSIBLE JOBS - COMMERCIAL ARTISTS, AIRLINE PILOTS, ELECTRICIANS, ELECTRONIC ENGINEERS.

5. DEPTH PERCEPTION - ABILITY TO EVALUATE DISTANCES AND SPACE RELATIONSHIPS.

   POSSIBLE JOBS - MEDICAL X-RAY TECHNICIAN, BUS DRIVERS, TRUCK DRIVERS, AIRLINE PILOTS.

6. VISUAL MEMORY - ABILITY TO REMEMBER THE SHAPES, FORMS, DIMENSIONS OR COLOR OF OBJECTS.

   POSSIBLE JOBS - DENTISTS, COMMERCIAL ARTIST, ASTRONOMERS.

7. SPATIAL ABILITY - ABILITY TO VISUALIZE OBJECTS IN TWO OR THREE DIMENSIONS.

   POSSIBLE JOBS - ENGINEERS AND SCIENCE TECHNICIANS.

8. FORM PERCEPTION - ABILITY TO PERCEIVE DETAILS IN OBJECTS AND IN PICTORIAL OR GRAPHIC MATERIALS.

   POSSIBLE JOBS - ENGINEERS, SCIENCE TECHNICIANS DENTISTS, COMMERCIAL ARTISTS.

9. METICULOUS - BEING EXTREMELY CAREFUL PARTICULARLY ABOUT DETAILS.

   POSSIBLE JOBS - ELECTRONIC ENGINEERS/TECHNICIANS, PHYSICIANS, AIRCRAFT MACHANICS.

10. ABILITY TO WORK WITH PRECISION - ABILITY TO BE CAREFUL AND WILLINGNESS TO STRIVE FOR ACCURACY.

    POSSIBLE JOBS - ELECTRONIC ENGINEERS/TECHNICIANS, PHYSICIANS, AIRCRAFT MECHANICS.

11. MECHANICAL APTITUDE - ABILITY TO SUCCESSFULLY OPERATE, CONSTRUCT, IMPROVE, MAINTAIN OR REPAIR MACHINERY, EQUIPMENT AND TOOLS.

    POSSIBLE JOBS - AUTOMOBILE MECHANICS,MACHINISTS, RADIO AND TELEVISION REPAIRMEN.

12. OBJECTIVITY - ABILITY TO LOOK AT THINGS IMPERSONALLY WITHOUT BIAS OR PREJUDICE.

    POSSIBLE JOBS - JUDGE, PERSONNEL JOBS, COUNSELLOR.

13. EMOTIONAL STABILITY - ABILITY TO CONTROL ONES FEELING EVEN UNDER DIFFICULT CONDITIONS.

    POSSIBLE JOBS - AIRLINE PILOTS, NURSES, TEACHERS.

14. PUBLIC SPEAKING ABILITY - ABILITY TO FACE A GROUP OF PEOPLE AND DELIVER A SPEECH OR ENGAGE IN A DEBATE WITH AN ADVERSARY.

    POSSIBLE JOBS - SALESMEN, TEACHERS, HOSPITAL ADMINISTRATORS.

15. VERBAL ABILITY - ABILITY TO USE WORDS EFFECTIVELY WHETHER IN SPEAKING OR IN WRITING.

    POSSIBLE JOBS - EXECUTIVE POSITIONS (ALL TYPES), COLLEGE AND UNIVERSITY TEACHERS, SUPERVISORS/FOREMEN.

16. VERBAL ABILITY - ABILITY TO USE WORDS EFFECTIVELY WHETHER IN SPEAKING OR IN WRITING.

    POSSIBLE JOBS - PHYSICAL THERAPISTS, TEACHERS, EXECUTIVE, LAWYERS

17. CLERICAL ABILITY/CLERICAL PERCEPTION - ABILITY TO RECOGNIZE OR PERCEIVE PERTINENT DETAILS IN VERBAL OR TABULATED MATERIALS.

    POSSIBLE JOBS - REGISTERED PROFESSIONAL NURSE ACCOUNTANT, MEDICAL RECORD LIBRARIAN.

18. NUMERICAL ABILITY - ABILITY TO PERFORM ARITHMETIC OPERATIONS ACCURATELY AND WITH REASONABLE SPEED.

    POSSIBLE JOBS - ACCOUNTANTS, STATISTICIAN, REGISTERED PHARMACISTS.

19. INTELLIGENCE - ABILITY TO LEARN NEW THINGS AND ABILITY TO APPLY RETAINED KNOWLEDGE AND EXPERIENCE TO NEW SITUATIONS.

POSSIBLE JOBS - UNIVERSITY TEACHERS, RESEARCHERS.

20. INGENUITY/RESOURCEFULNESS - ABILITY TO COPE WITH OR DEAL PROMPTLY AND EFFECTIVELY WITH NEW PROBLEMS, SITUATIONS OR DIFFICULTIES.

    POSSIBLE JOBS - AIRLINE PILOTS, ENGINEERS, PHYSICAL THERAPISTS.

21. RESEARCH ABILITY - ABILITY TO INVESTIGATE METHODICALLY, OBJECTIVELY AND ANALYTICALLY.

    POSSIBLE JOBS - ENGINEERS, PHYSICISTS, MARKET RESEARCH WORKERS, SOCIOLOGISTS.

22. BUSINESS ABILITY - ABILITY TO WORK IN AN ORGANIZED MANNER IN TRADE COMMERCE OR INDUSTRY.

    POSSIBLE JOBS - HOSPITAL ADMINISTRATORS, OPTOMETRISTS, EXECUTIVES (ALL TYPES).

23. ORGANIZING ABILITY - ABILITY TO ARRANGE, EVALUATE AND UTILIZE FACTS AND FIGURES AND ABILITY TO MAKE PEOPLE WORK TOGETHER.

    POSSIBLE JOBS - DIETICIANS, HOSPITAL ADMINISTRATORS, EXECUTIVES (ALL TYPES).

24. ARTISTIC ABILITY - ABILITY TO TRANSLATE THOUGHT OR EXPERIENCE INTO PHYSICAL FORM.

    POSSIBLE JOB - COMMERCIAL ARTISTS.

25. INITIATIVE - ABILITY TO ORIGINATE IDEAS AND WILLINGNESS TO TAKE THE FIRST STEP.

    POSSIBLE JOB - PUBLIC RELATION WORKERS ADVERTISING WORKERS, ARCHITECTS, COMMERCIAL ARTISTS.

IS-6-5

INFORMATION SHEET

YOUR JOB, REQUIRED APTITUDE AND HIGH SCHOOL SUBJECTS

TYPISTS CLERICAL

Recommended for: Men ______ Women ______

THE TYPIST AND THE TYPEWRITER ARE TWO PRACTICALLY INDISPENSABLE FEATURES OF THE MODERN OFFICE. THE KEYBOARD ON ALMOST ALL TYPEWRITERS, WHETHER MANUAL OR ELECTRIC, IS MORE OR LESS STANDARD, AS IS ITS OPERATION. MANY TYPISTS, BECAUSE OF SPECIAL DUTIES REQUIRED IN THEIR JOBS, HAVE SPECIAL TITLES. A GREAT MANY COMBINE GENERAL OFFICE WORK WITH TYPING. THESE ARE CALLED CLERK-TYPISTS. ANOTHER GROUP, CALLED TRANSCRIBING MACHINE OPERATORS, TYPE LETTERS AND OTHER MATTER BY LISTENING TO DICTATION RECORDED ON TAPE OR ON SOUND-PRODUCING RECORDS. STILL OTHER TYPISTS WITH SPECIAL JOB DUTIES AND TITLES ARE KNOWN AS POLICY WRITERS IN INSURANCE COMPANIES; AS WAYBILL CLERKS IN RAILROAD OFFICES; AS MORTGAGE CLERKS IN BANKS; AND IN CERTAIN COMMERCIAL AND INDUSTRIAL FIRMS THERE ARE BILLING TYPISTS.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ MANUAL AND FINGER DEXTERITY
- ☐ GOOD VISION AND HEARING
- ☐ CLERICAL ABILITY
- ☐ NEATNESS
- ☐ ACCURACY
- ☐ ABILITY TO CONCENTRATE
- ☐ ABILITY TO GET ALONG WITH PEOPLE
- ☐ ABILITY FOR DETAILED WORK
- ☐ ABILITY TO FOLLOW INSTRUCTIONS

KEY HIGH SCHOOL SUBJECTS

- ☐ ENGLISH
- ☐ TYPING
- ☐ SHORTHAND
- ☐ BUSINESS PRACTICES
- ☐ MATHEMATICS

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* GOLDENTHAL, ALLAN B. YOUR CAREER SELECTION GUIDE. REGENTS PUBLISHING CO. NEWYORK, N.Y., 1967.

SPECIAL TRAINING

☐ HIGH SCHOOL BUSINESS COURSE, 4 YEARS

☐ BUSINESS SCHOOL COURSES RECOMMENDED*

*Ability to operate other office machines and knowledge of stenography are considered important for advancement to better paying positions.

KEY BUSINESS SCHOOL SUBJECTS

☐ TYPING (ELECTRIC & MANUAL)

☐ SHORTHAND

☐ OFFICE MACHINES

☐ GRAMMAR & PUNCTUATION

☐ SPELLING & VOCABULARY

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*GOLDENTHAL, ALLAN B., YOUR CAREER SELECTION GUIDE. REGENTS PUBLISHING CO. NEWYORK, N.Y., 1967.

IS-6-5 (CONT'D)

CASHIERS CLERICAL

Recommended for: Men ____ Women X

THERE IS ONE THING ALL CASHIERS DO - THEY HANDLE MONEY PAID BY CUSTOMERS FOR GOODS BOUGHT OR SERVICES RENDERED. A RECORD IS KEPT OF THE MONEY PAID IN EACH TRANSACTION, SO THAT CASH ACCOUNTS CAN BE BALANCES AT THE END OF EACH DAY. CASHIERS OFTEN USE MACHINES WHICH ENABLE THEM TO PERFORM THEIR FUNCTIONS MORE QUICKLY AND EFFICIENTLY. PROBABLY THE BEST KNOWN OF THESE MACHINES IS THE CASH REGISTER. CASHIERS MAY ALSO USE ADDING MACHINES, CHANGE-DISPENSING MACHINES AND OTHER SPECIAL EQUIPMENT.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ MANUAL DEXTERITY/FINGER DEXTERITY
- ☐ CLERICAL ABILITY
- ☐ GOOD EYE-HAND COORDINATION
- ☐ NUMERICAL ABILITY
- ☐ ACCURACY/METICULOSITY
- ☐ NEATNESS
- ☐ HONESTY
- ☐ ABILITY TO FOLLOW INSTRUCTIONS
- ☐ USUALLY OVER 18 YEARS OF AGE
- ☐ PLEASANT PERSONALITY

SPECIAL TRAINING

- ☐ HIGH SCHOOL DIPLOMA, 4 YEARS

KEY HIGH SCHOOL SUBJECTS

- ☐ ENGLISH
- ☐ TYPING
- ☐ MATHEMATICS
- ☐ BUSINESS PRACTICES

KEY BUSINESS SCHOOL SUBJECTS

- ☐ BUSINESS ARITHMETIC
- ☐ BOOKKEEPING
- ☐ TYPING
- ☐ OFFICE MACHINES

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*Goldenthal, Allan B. Your Career Selection Guide, Regents Publishing Co. Newyork, N.Y., 1967.

IS-6-5 (CONT'D)

ELECTRICIANS (CONSTRUCTION)

BUILDING TRADES

Recommended for: Men _X_ Women ____

CONSTRUCTION ELECTRICIANS PERFORM THE VARIOUS TASKS THAT ARE RELATED TO ELECTRICAL WORK ON CONSTRUCTION PROJECTS. THEY PLAN, ASSEMBLE, INSTALL AND TEST ELCECTRICAL FIXTURES AND WIRING USED IN ELECTRICAL INSTALLATIONS. THEY ALSO INSTALL AND CONNECT ELECTRICAL MACHINERY, EQUIPMENT AND CONTROLS. THE ELECTRICIAN GENERALLY FURNISHES HIS OWN HAND-TOOLS AND QUITE OFTEN HE SUPPLIES THE HEAVIER TOOLS AND EQUIPMENT NEEDED IN HIS WORK. CONSTRUCTION ELECTRICIANS CAN WORK FOR ELECTRICAL CONTRACTORS, FOR GOVERNMENT AGENCIES, AND BUSINESS AND PROFESSIONAL OFFICES THAT NEED ELECTRICAL WORK DONE; OR THEY MAY BE SELF-EMPLOYED.

APTITUDES & SPECIAL CHARACTERISTICS

☐ INTELLIGENCE

☐ GOOD VISION AND HEARING

☐ INGENUITY

☐ GOOD EYE-HAND COORDINATION

☐ RESOURCEFULNESS

☐ INTEREST IN ELECTRICITY

☐ MANUAL AND FINGER DEXTERITY

☐ SAFETY CONSCIOUSNESS

☐ PHYSICAL STRENGTH, STAMINA AND AGILITY

☐ COLOR PERCEPTION

☐ ABILITY TO WORK TO PRECISE STANDARDS

☐ ENJOYMENT OF OUTDOOR WORK

☐ MECHANICAL INTEREST/APTITUDE

☐ NUMERICAL ABILITY

KEY HIGH SCHOOL SUBJECTS

☐ ENGLISH

☐ PHYSICS

☐ ALGEBRA

☐ GEOMETRY

☐ MACHINE SHOP

☐ PHYSICAL EDUCATION

EDUCATIONAL REQUIREMENTS

☐ HIGH SCHOOL DIPLOMA, 4 YEARS

☐ APPRENTICESHIP, 4 OR 5 YEARS*

* In addition to 4 or 5 years of on-the-job training, apprenticeship includes at least 144 hours of classroom instruction.

APPRENTICESHIP SUBJECTS

☐ ELECTRICAL INSTALLATIONS

☐ MAINTENANCE AND REPAIR OF TOOLS

☐ BLUEPRINT READING

☐ ELECTRICAL THEORY

☐ ELECTRONICS

LICENSE

MOST CITIES REQUIRE ELECTRICIANS TO BE LICENSED. TO OBTAIN A LICENSE, THE ELECTRICIAN MUST PASS AN EXAM WHICH REQUIRES A THOROUGH KNOWLEDGE OF THE CRAFT AND OF STATE AND LOCAL BUILDING CODES.

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* GOLDENTHAL, ALLAN B. YOUR CAREER SELECTION GUIDE, REGENTS PUBLISHING CO. NEWYORK, N.Y., 1967.

OPERATING ENGINEERS (CONSTRUCTION MACHINE OPERATORS) BUILDING TRADES

Recommended for: Men X Women ____

OPERATING ENGINEERS OPERATE, MAINTAIN, AND REPAIR VARIOUS TYPES OF POWER-DRIVEN CONSTRUCTION MACHINERY. THESE MACHINES INCLUDE POWER SHOVELS, CRANES, DERRICKS, HOISTS, PILE DRIVERS, CONCRETE MIXERS, PAVING MACHINES, TRENCH EXCAVATORS, BULLDOZERS, TRACTORS, AND PUMPS. MOST OPERATING ENGINEERS ARE EMPLOYED ON CONSTRUCTION WORK BUT SOME OPERATE CRANES, HOISTS, AND OTHER POWER-DRIVEN MACHINERY IN FACTORIES AND MINES.

APTITUDES & SPECIAL CHARACTERISTICS

☐ INTELLIGENCE

☐ GOOD EYE-HAND-FOOT COORDINATION

☐ SPATIAL ABILITY (FREQUENTLY)

☐ GOOD JUDGMENT

☐ DEPTH PERCEPTION

☐ PHYSICAL STRENGTH AND STAMINA

☐ COLOR PERCEPTION

☐ MECHANICAL APTITUDE

☐ ENJOYMENT OF OUTDOOR WORK

☐ SAFETY CONSCIOUSNESS

☐ MANUAL DEXTERITY

☐ ABILITY TO FOLLOW INSTRUCTIONS QUICKLY

SPECIAL TRAINING

☐ HIGH SCHOOL DIPLOMA, 4 YEARS

☐ APPRENTICESHIP, 3 YEARS*

KEY HIGH SCHOOL SUBJECTS

☐ ENGLISH

☐ GEOMETRY

☐ ALGEBRA

☐ PHYSICS

☐ MACHINE SHOP

☐ PHYSICAL EDUCATION

SPECIAL TRAINING COURSES

☐ BLUEPRINT READING

☐ ELEMENTS OF ELECTRICITY

☐ PHYSICS

☐ WELDING

☐ AUTOMOTIVE SERVICING

*Apprenticeship includes 3 years of on-the-job training as well as 144 hours of classroom instruction.

Apprentice applicants must be between the ages of 18 and 25.

AIR CONDITIONING & REFRIGERATION MECHANICS

SKILLED TRADES: MECHANICS AND REPAIRMEN

Recommended for: Men X Women

AIR-CONDITIONING AND REFRIGERATION MECHANICS INSTALL AND REPAIR EQUIPMENT OF THIS KIND IN OFFICE BUILDINGS, FACTORIES, HOMES, FOOD STORES, RESTAURANTS AND OTHER ESTABLISHMENTS THAT USE THESE DEVICES. IN INSTALLING AIR CONDITIONING OR REFRIGERATION EQUIPMENT, THE MECHANIC PUTS THE MOTORS, CONDENSERS AND DEHUMIDIFIERS INTO PROPER POSITION, FOLLOWING DESIGN SPECIFICATIONS. HE CONNECTS DUCT WORK, REFRIGERANT LINES AND OTHER PIPING; INSTALLS ELECTRICAL CONTROLS, AND DOES THE FINAL TESTING TO SEE THAT THE UNIT OPERATES. WHEN EQUIPMENT BREAKS DOWN, THE MECHANIC MUST FIND OUT WHAT IS WRONG AND MAKE THE NEEDED REPAIRS. REGULAR MAINTENANT AND CHECKING FOR LEAKS.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ MECHANICAL APTITUDE
- ☐ RESOURCEFULNESS
- ☐ ABILITY TO UNDERSTAND ELECTRICAL CIRCUITS
- ☐ INGENUITY
- ☐ GOOD PHYSICAL CONDITION
- ☐ NUMERICAL ABILITY
- ☐ MANUAL DEXTERITY/FINGER DEXTERITY
- ☐ BUSINESS ABILITY (FREQUENTLY)
- ☐ GOOD VISION AND HEARING
- ☐ COLOR DISCRIMINATION
- ☐ ABILITY TO FOLLOW DIRECTIONS

KEY HIGH SCHOOL SUBJECTS

- ☐ ENGLISH
- ☐ MATHEMATICS
- ☐ ALGEBRA
- ☐ PHYSICS
- ☐ BLUEPRINT READING

- ☐ ABILITY TO WORK UNSUPERVISED
- ☐ ABILITY TO WORK UNSUPERVISED
- ☐ ABILITY TO WORK TO PRECISE STANDARDS
- ☐ ABILITY TO TRANSLATE IDEAS INTO GRAPHIC FORM
- ☐ SPATIAL ABILITY

TECHNICAL TRAINING INSTITUTE

- ☐ TECHNICAL INSTITUTE, 1 YEAR

ON-THE-JOB TRAINING

MOST MECHANICS IN THESE FIELDS BEGIN AS HELPERS AND ACQUIRE SKILLS INFORMALLY BY WORKING SEVERAL YEARS WITH EXPERIENCED CRAFTSMEN.

NOTE: PERSONS IN BUSINESS FOR THEMSELVES REQUIRE BUSINESS ABILITY AND SALESMANSHIP.

KEY TECHNICAL SUBJECTS

- ☐ DESIGN OF EQUIPMENT
- ☐ INSTALLATION OF EQUIPMENT
- ☐ MAINTENANCE OF EQUIPMENT
- ☐ MATHEMATICS
- ☐ MECHANICAL DRAWING
- ☐ BLUEPRINT READING
- ☐ PHYSICS
- ☐ ELECTRICITY

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[*] GOLDENTHAL, ALLAN B. YOUR CAREER SELECTION GUIDE. REGENTS PUBLISHGIN CO. NEWYORK, N.Y., 1967.

AUTOMOBILE MECHANICS

SKILLED TRADES: MECHANICS AND REPAIRMEN

Recommended for: Men X Women ____

AUTOMOBILE MECHANICS ARE SKILLED WORKERS. THEY MAINTAIN AND REPAIR MECHANICAL, ELECTRICAL AND BODY PARTS OF TRUCKS, BUSES AND PASSENGERS CARS. THEY MAKE INSPECTIONS AND TESTS TO DETERMINE THE CAUSE OF FAULTY OPERATION, AND REPAIR OR REPLACE DEFECTIVE PARTS TO RESTORE THE VEHICLE TO WORKING CONDITION. TYPICAL MAINTENANCE AND REPAIR JOBS DONE BY MECHANICS ARE: TURNING THE ENGINE, REPLACING PISTON RINGS, ALIGNING FRONT WHEELS AND ADJUSTING OR RELINING BRAKES. MECHANICS IN SMALLER SHOPS ARE USUALLY QUALIFIED TO DO A NUMBER OF DIFFERENT KINDS OF JOBS. MANY AUTOMOBILE MECHANICS SPECIALIZE IN PARTICULAR TYPES OF REPAIR WORK, SUCH AS AUTOMATIC TRANSMISSIONS, ELECTRICAL SYSTEMS, STEERING MECHANISMS, AND OTHER ASPECTS OF MOTOR VEHICLES.

APTITUDES & SPECIAL CHARACTERISTICS

☐ INTELLIGENCE

☐ MECHANICAL APTITUDE

☐ RESOURCEFULNESS

☐ GOOD PHYSICAL CONDITION

☐ BUSINESS ABILITY (ON OCCASION)

☐ MANUAL DEXTERITY/FINGER DEXTERITY

☐ MATHEMATICAL INTEREST/APTITUDE

☐ NUMERICAL ABILITY

☐ ABILITY TO WORK WITH PRECISION

☐ COLOR PERCEPTION (FOR ELECTRICAL WORK)

☐ SPATIAL ABILITY

KEY HIGH SCHOOL SUBJECTS

☐ VOCATIONAL TRAINING

☐ MATHEMATICS

☐ ENGLISH

☐ PHYSICS

☐ BLUEPRINT READING

TECHNICAL TRAINING

☐ VOCATIONAL HIGH SCHOOL, 4 YEARS

☐ TECHNICAL INSTITUTE, 1 YEAR

KEY TECHNICAL TRAINING SUBJECTS

☐ AUTO REPAIR

☐ BODY AND FENDER WORK

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ON-THE-JOB TRAINING

ALTHOUGH A MAN CAN PERFORM SIMPLE TYPES OF REPAIR AFTER A FEW MONTHS TRAINING, IT GENERALLY TAKES AT LEAST 3 OR 4 YEARS TO BECOME AN ALL-ROUND MECHANIC.

☐ APPRENTICESHIP PROGRAM, 4 YEARS

☐ ARMED FORCES TRAINING

☐ MANUFACTURER'S TRAINING

NOTE: PERSONS IN BUSINESS FOR THEMSELVES REQUIRE BOTH BUSINESS ABILITY AND SALESMANSHIP.

KEY TECHNICAL TRAINING SUBJECTS

☐ AUTO REPAIR

☐ BODY AND FENDER WORK

☐ AUTOMATIC TRANSMISSIONS

☐ BRAKE SYSTEMS

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TELEVISION AND RADIO SERVICEMEN

SKILLED TRADES: MECHANICS AND REPAIRMEN

Recommended for: Men X Women X

MOST OF THE SKILLED WORK DONE BY TELEVISION AND RADIO SERVICEMEN INVOLVES DIAGNOSING TROUBLE IN EQUIPMENT AND MAKING NECESSARY REPAIRS. THEIR KNOWLEDGE OF ELECTRICAL AND ELECTRONIC PARTS AND CIRCUITS ENABLES THEM TO ALSO INSTALL AND REPAIR HIGH-FIDELITY SOUND EQUIPMENT, PHONOGRAPHS, TAPE RECORDERS, PUBLIC ADDRESS SYSTEMS, MOBILE RADIOS AND AUTOMOBILE RADIOS. MANY SERVICEMEN SPECIALIZE IN JUST ONE OR TWO OR THESE FIELDS. REPAIRMEN USE A VARIETY OF TESTING EQUIPMENT AND SPECIALIZED TOOLS, WORKING EITHER ON LOCATION OR IN A SHOP. ON SERVICE CALLS, THE SERVICEMAN ADVISES CUSTOMERS WHAT IS WRONG AND WHAT MUST BE DONE TO FIX THE UNIT. HE ESTIMATES THE COST OF THE REPAIRS AND THE AMOUNT OF TIME IT IS LIKELY TO TAKE TO MAKE THEM.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ INTEREST IN ELECTRONICS
- ☐ FORM PERCEPTION
- ☐ MECHANICAL APTITUDE
- ☐ INGENUITY
- ☐ MANUAL DEXTERITY/FINGER DEXTERITY
- ☐ RESOURCEFULNESS
- ☐ GOOD HEARING
- ☐ SALESMANSHIP (FREQUENTLY)
- ☐ GOOD VISION AND COLOR PERCEPTION
- ☐ BUSINESS ABILITY (FREQUENTLY)
- ☐ ABILITY TO DEAL WITH PEOPLE

KEY HIGH SCHOOL SUBJECTS

- ☐ VOCATIONAL SPECIALITY
- ☐ MATHEMATICS
- ☐ ALGEBRA
- ☐ PHYSICS
- ☐ TRIGONOMETRY
- ☐ ENGLISH
- ☐ BLUEPRINT READING

- ☐ SPATIAL ABILITY
- ☐ VERBAL ABILITY
- ☐ NUMERICAL ABILITY
- ☐ NEAT APPEARANCE
- ☐ MATHEMATICAL INTEREST/APTITUDE
- ☐ COURTEOUS MANNER

TECHNICAL TRAINING*

- ☐ HIGH SCHOOL, 4 YEARS
- ☐ TECHNICAL INSTITUE, 1 - 2 YEARS
- ☐ MANUFACTURER'S TRAINING
- ☐ ON-THE-JOB TRAINING, 2 - 3 YEARS

*From 2 to 3 years combined training and on-the-job experience are required to become a qualified television and radio serviceman.

KEY TECHNICAL TRAINING SUBJECTS

- ☐ ELECTRONIC THEORY
- ☐ CIRCUITS
- ☐ ENGINEERING MATHEMATICS
- ☐ AUTOMATIC CONTROLS
- ☐ TRANSISTORS

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ALL-ROUND MACHINISTS

SKILLED TRADES: MACHINING

Recommended for: Men __X__ Women ____

THE ALL-ROUND MACHINIST IS A SKILLED METAL WORKER WHO MAKES PARTS WITH MACHINE TOOLS OR MAKES NEW MACHINE PRODUCTS. HE HAS A WIDE KNOWLEDGE OF SHOP PRACTICE AND UNDERSTAND THE PROPERTIES OF STEEL, IRON, ALUMINUM, BRASS AND OTHER METALS. FOLLOWING PRECISE BLUEPRINT SPECIFICATIONS HE CAN TURN A BLOCK OF METAL INTO AN INTRICATE PART AND SELECT PROPER WORKING TOOLS. HE OFTEN USES PRECISION-MEASURING INSTRUMENTS, SUCH AS MICROMETERS AND GAUGES.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ MECHANICAL APTITUDE
- ☐ INGENUITY
- ☐ MANUAL DEXTERITY/FINGER DEXTERITY
- ☐ RESOURCEFULNESS
- ☐ GOOD PHYSICAL CONDITION
- ☐ ABILITY TO WORK WITH PRECISION
- ☐ NUMERICAL ABILITY
- ☐ ABILITY TO FOLLOW DIRECTIONS
- ☐ FORM PERCEPTION
- ☐ GOOD DEPTH PERCEPTION
- ☐ SPATIAL ABILITY

KEY HIGH SCHOOL SUBJECTS

- ☐ VOCATIONAL SPECIALTY
- ☐ MATHEMATICS
- ☐ ALGEBRA
- ☐ TRIGONOMETRY
- ☐ BLUEPRINT READING
- ☐ ENGLISH
- ☐ PHYSICS

- ☐ ATTENTION TO DETAILS
- ☐ EYE-HAND COORDINATION
- ☐ CREATIVENESS (IN CERTAIN JOBS)
- ☐ MATHEMATICAL INTEREST

TECHNICAL TRAINING*

- ☐ HIGH SCHOOL, 4 YEARS
- ☐ TECHNICAL INSTITUTE, 2 YEARS
- ☐ APPRENTICESHIP PROGRAM, 4 YEARS

KEY TECHNICAL TRAINING SUBJECTS

- ☐ BLUEPRINT READING
- ☐ MECHANICAL DRAWING
- ☐ SHOP MATHEMATICS
- ☐ SHOP PRACTICES

*Even with technical school training, extensive on-the-job training is necessary. An official apprenticeship program consists of shop work and related classroom work.

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MACHINE TOOL OPERATORS

SKILLED TRADES: MACHINING

Recommended for: Men X Women ____

USING MACHINE TOOLS, MACHINE TOOL OPERATORS ARE ABLE TO SHAPE METALS TO PRECISE DIMENSIONS. THE MACHINE TOOL OPERATOR PLANS AND SETS UP THE CORRECT SEQUENCE OF MACHINE OPERATIONS IN ACCORDANCE WITH BLUEPRINTS, LAYOUTS OR OTHER INSTRUCTIONS. HE ADJUSTS SPEED, FEED AND OTHER CONTROLS, AND SELECTS THE PROPER CUTTING TOOLS. LATHES, DRILL PRESSES, BORING MACHINES, GRINDING AND MILLING MACHINES AND SCREW MACHINES ARE AMONG THE UNITS OPERATED. MOST MACHINE TOOL OPERATORS ARE EMPLOYED IN FACTORIES THAT FABRICATE METALS, TRANSPORTATION EQUIPMENT AND OTHER MACHINERY.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ MECHANICAL APTITUDE
- ☐ GOOD PHYSICAL CONDITION
- ☐ FORM PERCEPTION
- ☐ GOOD VISION AND COLOR PERCEPTION
- ☐ SPATIAL ABILITY
- ☐ ABILITY TO FOLLOW DIRECTIONS
- ☐ ABILITY TO WORK WITH PRECISION
- ☐ ATTENTION TO DETAILS
- ☐ MANUAL DEXTERITY/FINGER DEXTERITY
- ☐ EYE-HAND COORDINATION

KEY HIGH SCHOOL SUBJECTS

- ☐ VOCATIONAL SPECIALTY
- ☐ MATHEMATICS
- ☐ SCIENCES
- ☐ BLUEPRINT READING
- ☐ METAL SHOP

TECHNICAL TRAINING*

- ☐ HIGH SCHOOL, 4 YEARS
- ☐ ON-THE-JOB TRAINING, 1-2 YEARS

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*Some machine tool operator jobs are filled by men who have completed machinists' apprenticeship, while some companies have formal training programs.

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TOOL & DIE MAKERS

SKILLED TRADES: MACHINING

Recommended for: Men __X__ Women ____

TOOL AND DIE MAKERS ARE HIGHLY SKILLED, CREATIVE WORKERS WHOSE PRODUCTS- TOOLS, DIES, AND SPECIAL GUIDING AND HOLDING DEVICES - ARE THE BASIS OF MASS PRODUCTION IN THE METALWORKING INDUSTRIES. THEY USE ALMOST EVERY TYPE OF MACHINE TOOL AND PRECISION-MEASURING INSTRUMENT, AND WORK WITH ALL METALS AND ALLOYS COMMONLY USED IN MANUFACTURING. IN COMPARISON WITH MOST OTHER MACHINISTS, TOOL AND DIE MAKERS HAVE A BROADER KNOWLEDGE OF MACHINE OPERATIONS, SHOP PRACTICES, MATHEMATICS AND BLUEPRINT READING, AND CAN DO MORE PRECISE HANDWORK.

APTITUDES & SPECIAL CHARACTERISTICS

- ☐ INTELLIGENCE
- ☐ MECHANICAL APTITUDE
- ☐ CREATIVENESS/INVENTIVENESS
- ☐ GOOD FINGER DEXTERITY/MANUAL DEXTERITY
- ☐ FORM PERCEPTION
- ☐ LIKING FOR PAINSTAKING WORK
- ☐ SPATIAL ABILITY
- ☐ ABILITY TO FOLLOW DIRECTIONS EXACTLY
- ☐ MATHEMATICAL INTEREST/APTITUDE
- ☐ NUMERICAL ABILITY
- ☐ GOOD VISION AND COLOR PERCEPTION
- ☐ ABILITY TO WORK WITH PRECISION
- ☐ ABILITY TO WORK TO PRECISE STANDARDS

KEY HIGH SCHOOL SUBJECTS

- ☐ VOCATIONAL SPECIALTY
- ☐ MATHEMATICS
- ☐ ALGEBRA
- ☐ TRIGONOMETRY
- ☐ PHYSICS
- ☐ ENGLISH
- ☐ BLUEPRINT READING

☐ IMAGINATION/INGENUITY

☐ RESOURCEFULNESS

☐ ABILITY TO SOLVE MECHANICAL PROBLEMS

☐ METICULOUS

☐ ABILITY TO TRANSLATE IDEAS INTO GRAPHIC FORM

TECHNICAL TRAINING

☐ HIGH SCHOOL, 4 YEARS

☐ APPRENTICESHIP, 4-5 YEARS*

*Most of time is devoted to practical shop, but some classroom work is also part of the training program. Some companies have searate programs for toolmaking and diemaking.

KEY TECHNICAL TRAINING SUBJECTS

☐ SHOP MATHEMATICS

☐ SHOP THEORY

☐ MECHANICAL DRAWING

☐ TOOL DESIGNING

☐ BLUEPRINT READING

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AS-6-1

ASSIGNMENT SHEET

WHICH TRACK TO WHICH JOB

INDICATE THE EDUCATIONAL TRACK YOU WILL TAKE TO SECURE THE JOBS LISTED BELOW.

JOBS	EDUCATIONAL TRACK
1. FILE CLERK	
2. TYPIST	
3. OPERATING ENGINEER	
4. COMMERCIAL ARTIST	
5. CASHIER	
6. TECHNICAL WRITERS	
7. LAWYER	
8. DENTIST	
9. DRAFTERS	
10. ARCHITECT	
11. ACCOUNTANT	
12. RECEPTIONIST	
13. MECHANICS	
14. SECRETARY	
15. CRAFTSMAN	

ASSIGNMENT SHEET

JOBS FOR HIGH SCHOOL DROPOUTS

A. LIST EIGHT POSSIBLE JOBS FOR HIGH SCHOOL DROPOUTS

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

B. LIST FOUR PLACES WHERE HIGH SCHOOL DROPOUT COULD BE EMPLOYED

1.
2.
3.
4.

AS-6-3

ASSIGNMENT SHEET

JOBS, APTITUDES AND SPECIAL CHARACTERISTICS

INDICATE THE APTITUDES/SPECIAL CHARACTERISTICS REQUIRED FOR THE FOLLOWING JOBS:

JOB	SPECIAL CHARACTERISTICS
1. TYPISTS	
2. CASHIERS	
3. AUTOMOBILE MECHANICS	
4. TELEVISION AND RADIO SERVICE MEN	
5. MACHINE TOOL OPERATOR	

LIST ANY TWO JOBS THAT ARE OF INTEREST TO YOU AND INDICATE THE APTITUDE/SPECIAL CHARACTERISTICS REQUIRED FOR THE JOB.

6. ____________________ ____________________________

____

____

7. ____________________ ____________________________

____

____

ASSIGNMENT SHEET

HIGH SCHOOL SUBJECTS AND JOBS

LIST THREE KEY HIGH SCHOOL SUBJECTS YOU NEED TO STUDY FOR THE FOLLOWING JOBS.

1. TYPIST

A.
B.
C.

2. CASHIER

A.
B.
C.

3. ELECTRICIAN

A.
B.
C.

4. AUTOMOBILE MECHANICS

A.
B.
C.

5. MACHINE TOOL OPERATOR

A.
B.
C.

LIST ANY TWO JOBS THAT ARE OF INTEREST TO YOU AND INDICATE THE KEY HIGH SCHOOL SUBJECTS YOU NEED TO STUDY TO PREPARE FOR THE JOB.

6. ______________________

A. ____________________

B. ____________________

C. ____________________

7. ______________________

A. ____________________

B. ____________________

C. ____________________

STUDY GUIDE FOR LESSON #7

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT - DECISION-MAKING

LESSON OBJECTIVES: THE STUDNET SHOULD BE ABLE TO:

1. LIST THE DIFFERENT TYPES OF DECISION-MAKING ACTS.
2. LIST THE FIVE STEPS IN A STANDARD DECISION-MAKING STRATEGY.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

IS-7-1 DECISION-MAKING

IS-7-2 EXAMPLE A DECISION-MAKING STRATEGY.

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEETS:

AS-7-1 IDENTIFYING THE DECISION-MAKING ACT.

AS-7-2 PRACTICING THE DECISION-MAKING STRATEGY.

AS-7-3 CHECKING-UP

AS-7-4 PERSONAL DATA SHEET.

SUPPLEMENTARY LEARNING ITEMS:

1. FILMSTRIP/CASSETTE TAPE "CAREER DECISION MAKING I".
2. TRANSPARENCY, "A DECISION-MAKING STRATEGY".

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. STUDENTS WILL SELECT A JOB FROM THE "HELP WANTED" SECTION OF A NEWSPAPER.
   A. ATTEMPT TO JUSTIFY THEIR DICISION.

LESSON REVIEW:

1. WHAT ARE THE FIVE WAYS (ACTS) THAT PEOPLE MAKE DECISIONS?

   A.
   B.
   C.
   D.
   E.

2. WHAT ARE THE FIVE STEPS IN A STANDARD DECISION-MAKING PROCESS?

   A.
   B.
   C.
   D.
   E.

3. WHAT ASSISTANCE IS AVAILABLE TO HELP STUDENTS MAKE A VOCATIONAL CHOICE?

   A.

4. CAN DECISIONS MADE BY OTHER PEOPLE IN SIMILAR SITUATIONS BE OF VALUE? WHY OR WHY NOT?

INFORMATION SHEET

DECISION-MAKING

WHAT KIND OF DECISION-MAKING ACT HAVE YOU PUT TOGETHER? WHEN YOU HAVE A DECISION TO MAKE:

1. DO YOU LET SOMEONE ELSE MAKE IT FOR YOU?

   IF SO, YOU HAVE A COMPLIANT ACT.

2. DO YOU GET SO CONFUSED TRYING TO FIGURE THINGS OUT THAT YOU CAN'T DECIDE ANYTHING?

   IF SO, YOU HAVE AN AGONIZING ACT.

3. DO YOU LEAVE THE DECISION TO CHANCE?

   IF SO, YOU HAVE A CHANCE ACT.

4. DO YOU PUT OFF MAKING THE DECISION, OFTEN UNTIL IT IS TOO LATE?

   IF SO, YOU HAVE A DELAYED ACT.

5. DO YOU GET ALL THE FACTS, THINK OF AS MANY POSSIBLE SOLUTIONS AS YOU CAN, AND CONSIDER THE GOOD AND BAD POINTS OF THESE POSSIBLE SOLUTIONS BEFORE MAKING THE DECISION?

   IF SO, YOU HAVE A DECISION-MAKING STRATEGY - A SUPER STAR ACT.

ASSIGNMENT SHEET

IDENTIFYING THE DECISION-MAKING ACT

USING THE INFORMATION SHEET, IDENTIFY THE DECISION-MAKING ACT BEING PERFORMED BY EACH OF THE FOLLOWING STUDENTS. WRITE THE ACT IN THE SPACE PROVIDED.

1. JOHN IS CONFUSED BY THE MANY KINDS OF TAPE PLAYERS IN THE MARKET AND CAN'T DECIDE WHICH ONE TO BUY.

   ____________________ ACT.

2. WANDA GOES TO COSMOTOLOGY SCHOOL BECAUSE HER MOTHER SUGGESTED IT WHEN WANDA COULDN'T MAKE UP HER MIND WHAT SHE WANTED TO DO.

   ____________________ ACT.

3. JOE REFUSES TO GIVE ANY THOUGHT TO HIS OCCUPATIONAL PLANS. HE BELIEVES THAT IF HE'S IN THE RIGHT PLACE AT THE RIGHT TIME HE'LL GET THE JOB.

   ____________________ ACT.

4. MIKE HAD OTHER THINGS TO DO, SO HE DIDN'T TAKE TIME TO THINK ABOUT THE POSSIBILITY OF GOING TO THE CAREER CENTER NEXT YEAR. WHEN HE FINALLY GOT AROUND TO TELLING HIS COUNSELOR HE WANTED TO TAKE WELDING, THE CLASS WAS FILLED.

   ____________________ ACT.

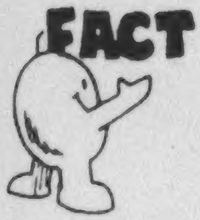
5. BECKY WILL FINISH HIGH SCHOOL NEXT YEAR. SHE HAS EXPLORED HER INTERESTS, ABILITIES, VALUES, AND PERSONALITY TRAITS. SHE KNOWS THAT HER CHARACTERISTICS MATCH THOSE OF NURSES. SHE HAS WANTED TO BE A NURSE FOR A LONG TIME. NOW SHE IS GATHERING ALL THE FACTS SHE CAN FIND ABOUT FIVE NURSING SCHOOLS SHE IS CONSIDERING.

   ____________________ ACT.

IS-7-2

EXAMPLE OF A DECISION-MAKING STRATEGY

STEP 1. DEFINE THE PROBLEM. GET THE FACTS.



JACK IS NEAR THE END OF HIS JUNIOR YEAR IN HIGH SCHOOL. HE WANTS A SUMMER JOB. THE MONEY HE MAKES MAY BE USED AS HE WISHES.

FACTORS WHICH WILL INFLUENCE HIS DECISION ARE:
1. HE WOULD LIKE TO MAKE ENOUGH MONEY TO BUY A MOTORCYCLE, AND
2. HE WOULD LIKE TO GET WORK EXPERIENCE THAT WOULD HELP HIM DECIDE ON AN OCCUPATION.

STEP 2. IDENTIFY SOLUTIONS.

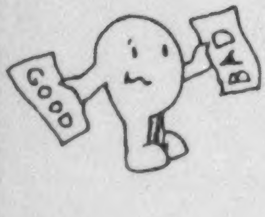
JACK NEEDS TO FIND OUT ABOUT POSSIBLE JOBS. THESE ARE POSSIBILITIES:

1. THE CITY IS EMPLOYING YOU PART-TIME TO PAINT CURBS, CUT GRASS, ETC. HE COULD APPLY FOR A JOB THERE.

2. LAST SUMMER HE WORKED FOR HIS UNCLE AS A HELPER. HIS UNCLE WAS IN THE AIR CONDITIONING AND HEATING BUSINESS.

3. THE VOLUNTEER BUREAU HAS ASKED FOR YOUTH TO WORK FULL TIME AT SUNRISE. HE WOULD CONDUCT GUIDED TOURS AND HELP OUT IN THE CHILDREN'S MUSEUM.

STEP 3. CONSIDER GOOD AND BAD POINTS OF EACH POSSIBLE SOLUTION.



1. HE CANNOT MAKE MUCH MONEY WORKING FOR THE CITY AND HE DISLIKES THE KIND OF JOB HE WOULD BE ASSIGNED. YET, HE WOULD ENJOY WORKING WITH SOME OF HIS FRIENDS WHO WILL BE WORKING FOR THE CITY.

2. HIS UNCLE PAYS WELL, BUT JACK ALREADY KNOWS, AFTER LAST SUMMER'S EXPERINECE THAT HE DOES NOT WANT TO BE AN AIR CONDITIONING/HEATING TECHNICIAN.

3. WORKING AS A NATURE GUIDE WOULD BE A NEW AND INTERESTING EXPERIENCE, BUT THE JOB PAYS NOTHING.

JACK IS NOT TOO HAPPY WITH ANY OF THE THREE POSSIBILITIES. HE HAPPENS TO THINK THAT A FAMILY FRIEND WHO HAS A CONSTRUCTION BUSINESS IS BUILDING SEVERAL HOUSES THIS SUMMER. SINCE JACK HAS THOUGHT A LITTLE ABOUT LOOKING INTO THE BUILDING CONSTRUCTION PROGRAM AT KANSAS STATE UNIVERSITY, HE DICIDES THAT BEING A HELPER ON THE CONSTRUCTION SITE WOULD BE THE BEST DECISION. HE CALLS THE FRIEND WHO SAYS THAT HE WILL EMPLOY JACK, BUT THE PAY IS NOT AS MUCH AS THE AIR CONDITIONING JOB PAYS. JACK IS TO LET THE FRIEND KNOW NEXT WEEK IF HE'LL TAKE THE JOB.

STEP 4. CHOOSE A SOLUTION.

JACK MAKES HIS DECISION AFTER DISCUSSING THE MATTER WITH HIS PARENTS. HE WILL TAKE THE CONSTRUCTION HELPER'S JOB.

STEP 5. ACT. DEVELOP A PLAN OF ACTION.

JACK CALLS THE FRIEND AND TELLS HIM HE WANTS THE JOB. HE ADJUSTS HIS SUMMER ACTIVITIES SCHEDULE AROUND THE JOB. HE ARRANGES TRANSPORTATION TO THE JOB SITE.

PRACTICING THE DECISION-MAKING STRATEGY

YOUR GROUP ASSIGNMENT IS TO WORK THROUGH THE FIVE-STEP DECISION-MAKING STRATEGY IN SOLVING A PROBLEM. THE PROBLEM FOR YOUR GROUP IS IDENTIFIED ON THE NEXT PAGE. WHEN THE GROUP AGREES ON AN ANSWER FOR EACH STEP, THE GROUP RECORDER WILL WRITE THE ANSWER IN THE SPACE PROVIDED.

STEP 1. DEFINE THE PROBLEM. GET THE FACTS.

STEP 2. IDENTIFY POSSIBLE SOLUTION.

STEP 3. CONSIDER GOOD AND BAD POINTS OF EACH SOLUTION.

STEP 4. CHOOSE A SOLUTION.

STEP 5. ACT. DEVELOP A PLAN OF ACTION.

PRACTICING A DECISION-MAKING STRATEGY

DECISION SITUATION FOR GROUP I

BILL WANTS TO BECOME A NURSE. HE HAS EXPLORED HIS OWN CHARACTERISTICS--ABILITIES, INTERESTS, VALUES, PERSONALITY TRAITS--AND KNOWS THAT THEY ARE SIMILAR TO THOSE OF NURSES. HE HAS VISITED HOSPITALS, TALKED WITH NURSES, READ MATERIAL IN THE GUIDANCE OFFICE, AND OBSERVED THE NURSING PROGRAM AT BEN FRANKLIN. HE PLANS TO ENROLL IN THE BEN FRANKLIN PROGRAM NEXT YEAR. BILL'S PROBLEM IS MAKING UP HIS MIND WHERE HE WILL GO TO COLLEGE FOR TRAINING.

DECISION SITUATION FOR GROUP II

JILL WANTS TO GO TO COSMETOLOGY SCHOOL. SHE HAS NO MONEY AND HER PARENTS CANNOT AFFORD TO SEND HER. SHE WILL BE A SENIOR NEXT YEAR. WHAT SHOULD JILL DO?

DECISION SITUATION FOR GROUP III

JOHN THINKS HE WOULD LIKE TO BE AN ENGINEER. HE IS HAVING SOME TROUBLE WITH COLLEGE PREP. MATH. MATH IS IMPORTANT IN ENGINEERING. JOHN REALLY DOESN'T KNOW TOO MUCH ABOUT WHAT AN ENGINEER DOES, BUT HE ADMIRES MR. SMITH WHO IS AN ENGINEER.

DECISION SITUATION FOR GROUP IV

KIM IS A SOPHOMORE IN HIGH SCHOOL. SHE HAS ONLY ONE WEEK TO DECIDE WHAT SUBJECTS SHE IS GOING TO TAKE NEXT YEAR. SHE HAS NO IDEA WHAT TO TAKE. WHAT WOULD YOU SUGGEST THAT SHE DO.

CHECKING UP

UNSCRAMBLE THE LETTERS IN EACH OF THE WORDS.

SGETTRYA

____

IICSODEN

____

FOLLOWING ARE THE STEPS IN A DECISION-MAKING STRATEGY. THEY ARE OUT OF ORDER. WRITE THAM IN ORDER IN THE SPACE PROVIDED BELOW.

IDENTIFY POSSIBLE SOLUTIONS.

DEFINE THE PROBLEM.

ACT. MAKE A PLAN OF ACTION.

CHOOSE A SOLUTION.

CONSIDER GOOD AND BAD POINTS OF EACH POSSIBLE SOLUTION.

1. ____
2. ____
3. ____
4. ____
5. ____

AS-7-4

STUDENT PERSONAL DATA FORM

TO THE STUDENT:

THE PURPOSE OF THIS FORM IS TO BRING TOGETHER ESSENTIAL INFORMATION ABOUT YOU, SO THAT YOUR TEACHER WILL KNOW YOU BETTER. ANSWER THE QUESTIONS FRANKLY AND COMPLETELY AS POSSIBLE. THE FORMS ARE FOR CONFIDENTIAL USE ONLY.

NAME ______________________________ AGE ____ DATE __________

ADDRESS ______________________________ PHONE __________

PLACE OF BIRTH ______________________________ DATE OF BIRTH ______

FATHER'S NAME ____________________ OCCUPATION ______________

HIGHEST GRADE COMPLETED BY FATHER ______________________

MOTHER'S NAME ____________________ OCCUPATION ______________

HIGHEST GRADE COMPLETED BY MOTHER ______________________

OLDER BROTHERS AND SISTERS:

AGE	RELATIONSHIP	HIGHEST GRADE COMPLETED	OCCUPATION

WAS YOUR LAST YEAR'S SCHOLASTIC STANDING HIGH ___ ABOVE AVERAGE _

AVERAGE ______ BELOW AVERAGE ______ LOW _____ (CHECK ONE)

LIST THE SUBJECT THAT: YOU LIKE BEST: ______________________

YOU DISLIKE MOST: __________________ IS EASIER: __________________

IS HARDEST: ______________________

DO YOU PLAN TO GRADUATE FROM HIGH SCHOOL? (YES OR NO)

CIRCLE THE LAST GRADE YOU PLAN TO COMPLETE; (HIGH SCHOOL) 9 10 11 12 (COLLEGE) FRESH. SOPH. JR. SR. POST GRAD.

STATE BRIEFLY THE CHIEF REASON WHY YOU MIGHT LEAVE SCHOOL: ______

____

____

AS-7-4 (CON'T)

WHAT OCCUPATIONS OR FIELDS OF WORK HAVE YOU CONSIDERED FOR YOUR LIFE'S WORK:

1ST CHOICE: ______________________________

2ND CHOICE: ______________________________

3RD CHOICE: ______________________________

IF YOU COULD DO JUST AS YOU WISHED, WHAT WOULD YOU WANT TO BE DOIN
WHEN YOU ARE AROUND 30 YEARS OF AGE? ______________________________

____

HOW MUCH SCHOOLING DO YOU PARENTS OR GUARDIANS WANT YOU TO COMPLET

____

WHAT VOCATION DO YOUR PARENTS WANT YOU TO FOLLOW? ______________

______________________________ WHY? ______________________________

F4

STUDY GUIDE FOR LESSON #8

COURSE TITLE : PRE-VOCATIONAL CURRICULUM

UNIT - UNDERSTANDING HOW PEOPLE COMMUNICATE NON-VERBALLY

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO:

1. LIST THE VARIOUS EXPRESSIONS WHICH CAN BE COMMUNICATED NON-VERBALLY.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

NONE

ANSWER QUESTIONS ON ASSIGNMENT SHEETS:

NONE

SUPPLEMENTARY LEARNING ITEMS:

1. TRANSPARIENCIES OF NON-VERBAL EXAMPLES.

CLASSROOM LABORATORY, SHOP OR OTHER ACTIVITIES:

1. VIEW AND DISCUSS MODELS ON THE TRANSPARENCIES.
2. PARTICIPATE IN CHARADES MADE UP BY THE TEACHER.
3. PARTICIPATE IN CHARADE MADE UP BY THE STUDENTS.
4. WRITE A SUMMARY OF NON-VERBAL COMMUNICATION INCLUDE:
   A. WHAT IT IS?
   B. WHAT THEY HAVE LEARNED?
   C. IF THEY LIKE IT?

LESSON REVIEW:

1. REVIEW TRANSPARENCIES AND BRIEFLY DESCRIBE THE FEELING EACH MODEL REPRESENTS.

   A.
   B.
   C.
   D.
   E.
   F.
   G.
   H.

STUDY GUIDE FOR LESSON #9

COURSE TITLE : PRE-VOCATIONAL CURRICULUM

UNIT - MAKING EDUCATIONAL OR TRAINING PLANS.

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO:

1. LIST THE DIFFERENT CURRICULUMS OFFERED BY MOST SCHOOLS.
2. LIST THE THREE PROPLE WHO CAN HELP TO ASSESS YOUR NEEDS AND EVALUATE THE VARIOUS EDUCATIONAL OFFERINGS.
3. EXPLAIN THE INFORMATION NEEDED FOR EDUCATIONAL AND TRAINING PROGRAM.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

IS-9-2 WHAT'S MY LINE?

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEETS:

AS-9-1 A PLANNED POST-SECONDARY TRAINING PROGRAM.

SUPPLEMENTARY LEARNING ITEMS:

1. FILMSTRIP "DISCOVERY".

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. EACH STUDENT WILL SRITE AN INSTITUTION AND OBTAIN LITERATURE ON THE PROGRAMS AVAILABLE.
2. VISIT AN AREA VOCATIONAL-TECHNICAL SCHOOL.
3. EACH STUDENT WILL MAKE A LIST OF CORE COURSE.
4. EACH STUDENT WILL PREPARE A TENATIVE HIGH SCHOOL TRAINING PROGRAM.

LESSON REVIEW:

1. LIST THE FOUR DIFFERENT CURRICULUM OFFERED BY MOST SCHOOLS.

   A.
   B.
   C.
   D.

2. WHO ARE THE THREE PEOPLE WHO CAN HELP YOU TO ASSESS YOUR NEEDS AND EVALUATE THE VARIOUS EDUCATIONAL OFFERINGS AVAILABLE TO YOU?

   A.
   B.
   C.

3. WHAT INFORMATION SHOULD YOU TRY AND OBTAIN FOR YOUR EDUCATIONAL AND TRAINING PROGRAM?

   A.
   B.
   C.
   D.

4. WHAT ARE THE OCCUPATIONAL AREAS OFFERED BY MOST AREA VOCATIONAL-TECHNICAL SCHOOLS?

   A.
   B.
   C.
   D.
   E.
   F.
   G.

AS-9-1

A PLANNED POST-SECONDARY TRAINING PROGRAM

NAME OF SCHOOL OR INSTITUTION ________________________________

ADDRESS ________________________________

DATE TO ENTER TRAINING PROGRAM ________________________________

DATE OF PROPOSED END OF TRAINING PROGRAM ________________________________

NAME OF COURSES TO BE TAKEN	LENGTH	YR. TO TAKE	COST PER HOUR	EQUIPMENT NEEDED	TOTAL COST

LIVING CONDITIONS:

A. LIVE AT HOME AND COMMUTE. APPROXIMATE COST ________________

B. LIVE IN DORMITORY. APPROXIMATE COST ________________

C. LIVE IN APARTMENT NEAR SCHOOL. APPROXIMATE COST ________________

D. OTHER. SPECIFY COST ________________

IS-9-2

"WHAT'S MY LINE"

THE LEARNING ACTIVITY WHICH HAS BEEN MOST MEANINGFUL TO MY I.V. CLASSES IS THE GAME, "WHAT'S MY LINE", AS IT WAS PLAYED ON TELEVISION SOME SEVERAL YEARS AGO.

FIRST, EVERY STUDENT LOOKS UP A JOB OF HIS OWN CHOOSING AND PREPARES HIMSELF TO ANSWER QUESTIONS CONCERNING THIS JOB. THEN, AS WE PLAY IT, THE TEACHER SELECT A PANEL OF FOUR, PLUS A TIMEKEEPER. THIS SELECTED PANEL QUESTIONS FOUR STUDENTS WHO ARE VOLUNTEERS. THE STUDENTS WHO ARE QUESTIONED CAN ONLY ANSWER "YES" OR "NO", BUT THE MODERATOR, MIGHT HAVE TO INTERVENE NOW AND THEN TO QUALIFY AND ANSWER.

EACH PANEL MEMBER QUESTIONS ONE MINUTE, AFTER WHICH THE TIMEKEEPER BLOWS THE WHISTLE AND THE NEXT PANEL MEMBER TAKE UP THE QUESTIONING WHERE THE LAST MEMBER LEFT OFF. IN THE EVENT THE PANEL DOES NOT GUESS THE JOB IN SEVEN MINUTES, THE STUDENT BEING QUESTIONED TELLS WHAT HE DOES. AFTER THIS SELECTED PANEL HAS QUESTIONED THE FOUR VOLUNTEERS, THE FOUR HAVING BEEN QUESTIONED SERVE AS PANEL MEMBERS AND FOUR MORE VOLUNTEERS ARE QUESTIONED. THUS, EACH STUDENT SERVES AS A PANEL MEMBER AND AS THE GUEST WITH THE JOB.

I HAVE FOUND THAT IF THE PANEL MEMBERS ARE PROVIDED WITH SOME OF THE LEADING QUESTIONS, THE GAME GETS OFF TO A GOOD START, AND THE STUDENTS RELATE TO THE THEORY OF JOB STUDIES. WE USUALLY START BY FINDING OUT WHETHER THE JOB IS OF A MANUAL, MECHANICAL, ETC., NATURE. THIS ALSO HELPS TO KEEP THE AUDIENCE "ON THEIR TOES".

THIS GAME HAS PROVED MORE SUCCESSFUL IN MY CLASSES THAN ANYTHING WE HAVE TRIED OTHER THAN FIELD TRIPS.

BY: MRS. SCOTT G. DICKINSON
C.C. ERWIN JR. HIGH

STUDY GUIDE FOR LESSON #10

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT - BASIC INTRODUCTION IN FINANCING EDUCATION OR TRAINING

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. WRITE A TENATIVE BUDGET PLAN.
2. WRITE A TIME SCHEDULE SHOWING THE AMOUNT NEEDED PER WEEK TO MEET BUDGET NEEDS BY GRADUATING TIME.
3. MAKE A LIST OF THE EQUIPMENT AND MATERIALS NECESSARY FOR THEIR TENATIVE EDUCATION OR TRAINING PLANS, AND THEIR COSTS.

INFORMATIONAL ASSIGNMENT:

NONE

SUPPLEMENTARY LEARNING ITEMS:

1. VARIOUS CATALOGS.
2. THE STUDENT'S GUIDE: FIVE FEDERAL FINANCIAL AID PROGRAMS.

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. EACH STUDENT WILL PREPARE A TENTATIVE BUDGET FOR THE PROGRAM PREPARED IN LESSON #9.
2. EACH STUDENT WILL PREPARE A TIME SCHEDULE SHOWING THE AMOUNT OF WORK NEEDED PER WEEK TO MEET BUDGET NEEDS BY GRADUATION TIME.
3. LISTEN TO GUEST SPEAKER ABOUT LOANS, GRANTS, SCHOLARSHIPS, WORKSTUDY, ETC.
4. EACH STUDENT WILL WRITE AN INSTITUTION TO FIND OUT THE ESTIMATED COST FOR ONE YEAR'S ENROLLMENT IN THEIR PROGRAM INCLUDING ROOM, BOARD, TRANSPORTATION, TUITION, BOOKS, SUPPLIES, MATERIALS, AND MISCELLANEOUS EXPENSES.
5. HAVE EACH STUDENT MAKE A REPORT TO THE CLASS ON THEIR FINDINGS.
6. HAVE THE CLASS PREPARE A BULLETIN BOARD SHOWING THE COST OF POST-SECONDARY EDUCATION.

LESSON REVIEW:

1. WHAT IS THE KEY TO FINANCIAL AID?
2. LIST THE FOUR FORMS OF FINANCIAL AID.

3. WHAT ARE THE FORMS OF FINANCIAL AID THAT DO NOT HAVE TO BE REPAID?

4. WHAT FINANCIAL AID PROGRAM LETS STUDENTS EARN MONEY TOWARD THEIR EDUCATION WHILE THEY ARE GOING TO SCHOOL?

5. DESCRIBE THE DIFFERENCE BETWEEN A GRANT AND A LOAN.

STUDY GUIDE FOR LESSON #11

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT - BASIC INTRODUCTION TO THE TYPES OF WORK

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO:

1. LIST THE DIFFERENT TYPES OF OCCUPATION CATEGORY.
2. LIST AT LEAST FIVE JOBS UNDER EACH TYPE OF OCCUPATION CATEGORY.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS

IS-11-1 TODAY'S WORLD OF WORK

IS-11-2 JOBS IN THE WORLD OF WORK

IS-11-3 YOUR JOB AND WHAT YOU DO

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEET

AS-11-1 KNOW THE WORLD OF WORK

SUPPLEMENTARY LEARNING ITEMS:

1. PRE-VOCATIONAL CURRICULUM STUDENT STUDY GUIDE.
2. FILMSTRIP "WORK ACTIVITIES".
3. FIELD TRIPS.

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. LET THE STUDENTS SELECT ONE OF THE JOBS THEY SAW DURING THE FIELD TRIP AND WHICH IS OF INTEREST TO THEM.
    - A. LET THEM NAME THE OCCUPATIONAL CATEGORY TO WHICH THE SELECTED JOB BELONGS.
    - B. LET THEM WRITE A DESCRIPTION OF WHAT THE WORKERS ON THE JOB DO AND THE CONTRIBUTION OF THEIR WORK TO TOTAL PRODUCTION.

LESSON REVIEW:

1. HOW MANY OCCUPATION CATEGORIES ARE MENTIONED IN THIS UNIT?
2. WHAT ARE THE FACTORS DISTINGUISHING ONE CATEGORIES FROM ANOTHER?
3. IS IT POSSIBLE FOR EVERYBODY TO BE INTERESTED IN THE SAME KIND OF JOB? EXPLAIN YOUR ANSWER.

INFORMATION SHEET

TODAY'S WORLD OF WORK

THE FOLLOWING CATEGORIES OF WORK ARE AVAILABLE IN TODAY'S WORLD OF WORK.

1. INDUSTRIAL PRODUCTION OCCUPATIONS
2. OFFICE OCCUPATIONS
3. SERVICE OCCUPATIONS
4. EDUCATION OCCUPATIONS
5. SALES OCCUPATIONS
6. CONSTRUCTION OCCUPATIONS
7. TRANSPORTATION OCCUPATIONS
8. SCIENTIFIC AND TECHNICAL OCCUPATIONS
9. MECHANICS AND REPAIRERS
10. HEALTH OCCUPATIONS
11. SOCIAL SCIENTISTS
12. SOCIAL SERVICE OCCUPATIONS
13. PERFORMING ARTS, DESIGN, AND COMMUNICATIONS OCCUPATIONS
14. AGRICULTURE, FORESTRY AND FISHERY OCCUPATIONS

ASSIGNMENT SHEET

KNOW THE WORLD OF WORK

1. LIST FIVE OCCUPATIONAL CATEGORIES THAT REQUIRES WORKING WITH PEOPLE.

2. CREATIVITY IS ESSENTIAL IN WHICH ONE OF THE FOLLOWING OCCUPATIONAL CATEGORIES.

   (A) HEALTH OCCUPATIONS.
   (B) AGRICULTURE, FORESTRY AND FISHERY OCCUPATIONS.
   (C) OFFICE OCCUPATIONS.
   (D) PERFORMING ARTS, DESIGN AND COMMUNICATIONS OCCUPATIONS.

3. NAME ANY TWO OCCUPATIONAL CATEGORIES THAT REQUIRES PRODUCTION.

4. HOW MANY OCCUPATIONAL CATEGORIES ARE MENTIONED IN THIS UNIT?

5. LIST THREE OCCUPATIONAL CATEGORIES IN WHICH MECHANICAL TOOLS ARE USED.

INFORMATION SHEET

JOBS IN THE WORLD OF WORK

1. CATEGORY - INDUSTRIAL PRODUCTION OCCUPATIONS

   JOBS - 1) MACHINE TOOL OPERATORS
   2) WELDERS
   3) BLACK SMITHS
   4) INSTRUMENT MAKERS

2. CATEGORY - OFFICE OCCUPATIONS

   JOBS - 1) BOOKKEEPERS
   2) FILE CLERK
   3) RECEPTIONISTS
   4) TYPISTS

3. CATEGORY - SERVICE OCCUPATIONS

   JOBS - 1) PEST CONTROLLERS
   2) CHEFS
   3) WAITERS
   4) BARBERS

4. CATEGORY - EDUCATION OCCUPATIONS

   JOBS - 1) SECONDARY SCHOOL TEACHERS
   2) SCHOOL COUNSELORS
   3) LIBRARIANS
   4) COLLEGE/UNIVERSITY TEACHERS

5. CATEGORY - SALES OCCUPATIONS

   JOBS - 1) AUTOMOBILE SALES WORKERS
   2) INSURANCE AGENTS AND BROKERS
   3) TRAVEL AGENTS
   4) RETAIL TRADE SALES WORKERS

6. CATEGORY - TRANSPORTATION OCCUPATIONS

   JOBS - 1) AIR TRAFFIC CONTROLLERS
   2) AIR PLANE PILOTS
   3) CONDUCTORS
   4) BUS DRIVERS

7. CATEGORY - SCIENTIFIC AND TECHNICAL OCCUPATIONS

JOBS - 1) GEOLOGISTS
2) ENVIROMENTAL SCIENTISTS
3) STATISTICIANS
4) SURVEYORS

8. CATEGORY - MECHANICS AND REPAIRERS

JOBS - 1) AUTOMOBILE MECHANICS
2) FARM EQUIPMENT MECHANICS
3) WATCH REPAIRERS
4) TELEVISION AND RADIO SERVICE TECHNICIAN

9. CATEGORY - HEALTH OCCUPATIONS

JOBS - 1) PHYSICIAN
2) DENTAL ASSISTANTS
3) REGISTERED NURSES
4) DIETITIANS

10. CATEGORY - SOCIAL SCIENTISTS

JOBS - 1) POLITICAL SCIENTISTS
2) PSYCHOLOGISTS
3) SOCIOLOGISTS
4) ECONOMISTS

11. CATEGORY - SOCIAL SERVICE OCCUPATIONS

JOBS - 1) SOCIAL WORKERS
2) HOME ECONOMISTS
3) CLERGYMAN
4) EMPLOYMENT COUNSELORS

12. CATEGORY - PERFORMING ARTS, DESIGN AND COMMUNICATION OCCUPATIONS

JOBS - 1) ACTORS/ACTRESSES
2) ADVERTISING WORKERS
3) ARCHITECTS
4) PHOTOGRAPHERS

13. CATEGORY - CONSTRUCTION OCCUPATIONS

JOBS - 1) BRICKLAYERS
2) CARPENTERS
3) CONSTRUCTION LABORERS
4) PLUMBERS

14. CATEGORY - AGRICULTURE, FORESTRY AND FISHERY OCCUPATIONS

JOBS - 1) FARMERS
2) FORESTERS
3) SOIL SCIENTISTS
4) VETERINARIANS

YOUR JOB AND WHAT YOU DO

CATEGORY: INDUSTRIAL PRODUCTION OCCUPATIONS

JOBS	NATURE OF WORK
1. WELDERS	WELDERS JOIN PIECES OF METAL TOGETHER BY APPLYING INTENSE HEAT AND ADDING FILLER MATERIALS IF NECESSARY.
2. BLACKSMITHS	BLACKSMITHS MAKE AND REPAIR EQUIPMENT AND OTHER ITEMS MADE OF METAL
3. MACHINE TOOL OPERATORS	MACHINE TOOL OPERATORS USE MACHINE TOOLS SUCH AS LATHES, DRILL PRESSES MILLING MACHINES, GRINDING MACHINES AND PUNCH PRESSES TO SHAPE METALS.
4. INSTRUMENT MAKERS	INSTRUMENT MAKERS WORK WITH SCIENTISTS AND ENGINEERS TO TRANSLATE DESIGNS AND IDEAS INTO EXPERIMENTAL OR CUSTOM BUILT MECHANICAL EQUIPMENT.
5. ALL ROUND MACHINISTS	MACHINISTS USE METAL WORKING MACHIN OF VARIOUS KINDS TO MAKE AND REPAIR METAL PARTS, TOOLS, AND MACHINES.
6. AUTOMOBILE PAINTERS	THESE WORKERS REPAINT OLDER VEHICLE THAT HAVE LOST THE LUSTER OF THEIR ORIGINAL PAINT THEY ALSO MAKE BODY REPAIR ALMOST INVISIBLE.

ASSIGNMENT SHEET

JOBS IN THE WORLD OF WORK

1. NAME TWO JOBS IN THE CATEGORY OF OFFICE OCCUPATIONS.

   A.

   B.

2. WHICH ONES OF THE FOLLOWING JOBS ARE IN THE CATEGORY OF INDUSTRIAL PRODUCTION OCCUPATIONS.

   A. CHEFS
   B. WATCH REPAIRER
   C. WELDERS
   D. SURVEYORS
   E. MACHINE TOOL OPERATORS
   F. AUTOMOBILE MECHANICS

3. NAME TWO JOBS THAT CAN BE FOUND IN EDUCATION OCCUPATIONS ASIDE FROM TEACHING.

   A.

   B.

4. LIST THREE JOBS IN THE CATEGORY OF SALES OCCUPATION.

   A.

   B.

   C.

5. FOR EACH OF THE LISTED JOBS, INDICATE THE BROAD CATEGORY OF OCCUPATIONS.

   A. STATISTICIAN ____________________
   B. DENTAL ASSISTANT ____________________
   C. BRICKLAYERS ____________________
   D. EMPLOYMENT COUNSELORS ____________________
   E. ARCHITECTS ____________________
   F. SOIL SCIENTIST ____________________
   G. PLUMBERS ____________________
   H. CONDUCTORS ____________________
   I. TYPISTS ____________________
   J. WELDERS ____________________

WHAT YOU DO ON YOUR JOB

MATCH THE FOLLOWING WORKERS WITH THEIR JOB TITLES

JOB TITLES

A. MACHINE TOOL OPERATOR
B. INSTRUMENT MAKER
C. WELDER
D. BLACKSMITH
E. SETUP WORKER
F. AUTOMOBILE PAINTER
G. MECHANICAL ENGINEER

1. JOHN OPERATES A DRILL PRESS, GRINDING MACHINE, AND LATHE TO SHAPE METALS.
2. TIM JOINS PIECES OF METAL TOGETHER. HE APPLIES INTENSE HEAT TO DO THIS.
3. FRANK SETS THE SPEED ON DRILL PRESSES USED BY LESS SKILLED WORKERS.
4. ANNE REPAINTS OLD VEHICLES, REMOVES OLD PAINTS FROM VEHICLES AND CHANGES THE COLOR OF VEHICLES.
5. STEVE MAKES EQUIPMENT THAT ARE MADE OF METALS. HE ALSO REPAIRS THE EQUIPMENT.
6. FRED WORKS WITH SCIENTISTS AND ENGINEERS TRANSLATING DESIGNS AND IDEAS INTO EXPERIMENTAL OR CUSTOM BUILT MECHANICAL EQUIPMENT.
7. DAN DESIGNS MACHINERY AND MECHANICAL EQUIPMENT.

STUDY GUIDE FOR LESSON #12

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT - WORKING CONDITIONS AND PHYSICAL DEMANDS

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO:

1. LIST THE SEVEN TYPES OF WORKING CONDITIONS.
2. LIST THE SIX TYPES OF PHYSICAL DEMANDS AND DESCRIBE EACH.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

IS-12-1 VOCABULARY WORDS

IS-12-2 WORKING CONDITIONS

IS-12-3 PHYSICAL DEMANDS

IS-12-4 WORKING CONDITIONS AND PHYSICAL DEMANDS CODES

ANSWER QUESTIONS ON ASSIGNMENT SHEET:

AS-12-1 WORKSHEET

SUPPLEMENTARY LEARNING ITEMS:

1. FILMSTRIP AND AUDIOTAPE: "WORKING CONDITIONS AND PHYSICAL DEMANDS".

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. THE STUDENTS WILL WRITE THE CODE NUMBERS AND LETTERS THAT BEST DESCRIBE THE WORKING CONDITIONS AND PHYSICAL DEMANDS OF WORKERS IN THE FOLLOWING OCCUPATIONS:

   A. PAINTER
   B. CHEMICAL WORKER
   C. AIRLINE PILOT
   D. TRAFFIC CONTROLLER
   E. NEWSPAPER REPORTER
   F. PHYSICAL THERAPIST
   G. MEAT DRESSER
   H. SURVEYOR

2. THE CLASS WILL BE DIVIDED INTO SIX GROUPS, HAVE EACH GROUP NAME THREE JOBS REQUIRING THE PHYSICAL DEMANDS FOR THE TYPE OF ACTIVITY THEY ARE ASSIGNED.
3. THE STUDENT WILL COMPLETE WORKSHEET AS-12-1

INFORMATION SHEET I

VOCABULARY WORDS

1. ABRUPT - SUDDEN.
2. OSCILLATING - TO MOVE BACK AND FORTH IN A REGULAR WAY.
3. EXTREMITIES - THE MOST DISTANT POINT OR PART; END OR EDGE. AN EXTREME DISTRESS, NEED, DANGER.
4. NOXIOUS - HARMFUL TO HEALTH OR MORALS.
5. WORKER TRAIT GROUP - A GROUP OF OCCUPATIONS WHICH INVOLVE SIMILAR WORKER SKILLS AND INTERESTS.
6. HUMID - CONTAINING WATER VAPOR; DAMP; MOIST.
7. DISTRACTION - A CONDITION OF BEING EXTREMELY UPSET; MENTAL DISTRESS.

WORKING CONDITIONS

TYPE NO. 1. INSIDE, OUTSIDE, OR BOTH.

I - INSIDE: PROTECTION FROM WEATHER CONDITIONS BUT NOT ALWAYS FROM TEMPERATURE CHANGES. WORKERS SPEND ABOUT 75 PERCENT OR MORE OF THEIR TIME INSIDE.

O - OUTSIDE: NO EFFECTIVE PROTECTION FROM WEATHER CONDITIONS. WORKERS SPEND ABOUT 75 PERCENT OR MORE OF THEIR TIME OUTSIDE.

B - BOTH: INSIDE AND OUTSIDE. WORKERS SPEND ABOUT 50 PERCENT OF THEIR TIME INSIDE AND 50 PERCENT OF THEIR TIME OUTSIDE.

TYPE NO. 2. EXTREMES OF COLD PLUS TEMPERATURE CHANGES.

(1) EXTREMES OF COLD: TEMPERATURES LOW ENOUGH TO CAUSE NOTICEABLE BODILY DISCOMFORT UNLESS THE WORKER IS PROVIDED WITH EXCEPTIONAL PROTECTION.

(2) TEMPERATURE CHANGES: VARIATIONS IN TEMPERATURE WHICH ARE MARKED AND ABRUPT, CAUSING NOTICEABLE BODILY REACTIONS.

TYPE NO. 3. EXTREMES OF HEAT PLUS TEMPERATURE CHANGES.

(1) EXTREMES OF HEAT: TEMPERATURES HIGH ENOUGH TO CAUSE NOTICEABLE BODILY DISCOMFORT UNLESS THE WORKER IS PROVIDED WITH EXCEPTIONAL PROTECTION.

(2) TEMPERATURE CHANGES: VARIATIONS IN TEMPERATURE WHICH ARE MARKED AND ABRUPT, CAUSING NOTICEABLE BODILY REACTIONS.

TYPE NO. 4. WET AND HUMID.

(1) WET: CONTACT WITH WATER OF OTHER LIQUIDS.

(2) HUMID: MOISTURE CONTENT OF THE ATMOSPHERE HIGH ENOUGH TO CAUSE NOTICEABLE BODILY DISCOMFORT.

TYPE NO. 5. NOISE AND VIBRATIONS.

ENOUGH NOISE, EITHER CONSTANT OR AT INTERVALS, TO CAUSE NOTICEABLE DISTRACTION OR POSSIBLE INJURY TO THE SENSE OF HEARING. ENOUGH VIBRATIONS TO CAUSE BODILY HARM IF ENDURED DAY AFTER DAY. THESE VIBRATIONS PRODUCE MOVEMENT OR STRAIN ON THE BODY OR ITS EXTREMITIES FROM REPEATED MOTION OR SHOCK.

TYPE NO. 6. HAZARDS.

SITUATIONS IN WHICH THE WORKER IS EXPOSED TO THE CERTAIN RISK OF BODILY INJURY.

WORKING CONDITIONS (CONTINUED)

TYPE NO. 7. FUMES, ODORS, TOXIC CONDITIONS, DUST, AND POOR VENTILATION.

(1) FUMES: SMOKE OR VAPORS, USUALLY STRONG SMELLING, THROWN OFF AS THE RESULT OF COMBUSTION OR CHEMICAL REACTION.

(2) ODORS: FOUL SMELLS, EITHER TOXIC OR NONTOXIC.

(3) TOXIC CONDITIONS: EXPOSURE TO POISONING DUST, FUMES, GASES, VAPORS, MISTS, OR LIQUIDS CAUSING GENERAL OR LOCAL DISABLING CONDITIONS. THESE CONDITIONS HAPPEN AS A RESULT OF BREATHING THE SUBSTANCE OR ITS ACTION ON THE SKIN.

(4) DUST: AIR FILLED WITH SMALL PARTICLES OF ANY KIND. THE PARTICLES MAY INCLUDE TEXTILE DUST, FLOUR, WOOD, LEATHER, FEATHERS, SILICA, ASBESTOS, ETC. THIS CONDITION MAKES THE PLACE OF WORK UNPLEASANT OR THE SOURCE OF DISEASES.

(5) POOR VENTILATION: NOT ENOUGH MOVEMENT OF AIR CAUSING FEELING OF SUFFOCATION OR EXPOSURE TO DRAFTS.

PHYSICAL DEMANDS

TYPE NO. 1. LIFTING, CARRYING, PUSHING, AND/OR PULLING.

THESE ARE THE MOST IMPORTANT "STRENGTH" ACTIVITIES. IN GENERAL, A PERSON ABLE TO DO ONE CAN DO THEM ALL. THEY ARE DEFINED AS FOLLOWS:

(1) LIFTING. RAISING OR LOWERING AN OBJECT FROM ONE LEVEL TO ANOTHER. THIS ACTIVITY INCLUDES UPWARD PULLING.

(2) CARRYING. MOVING AN OBJECT FROM ONE PLACE TO ANOTHER, USUALLY HOLDING IT IN THE HANDS, ARMS, OR ON THE SHOULDER.

(3) PUSHING. USING FORCE UPON AN OBJECT TO MOVE IT AWAY FROM THE FORCE. THIS ACTIVITY INCLUDES SLAPPING, STRIKING, KICKING, AND TREADING ACTIONS.

(4) PULLING. USING FORCE UPON AN OBJECT TO MOVE IT TOWARD THE FORCE. THIS ACTIVITY INCLUDES JERKING ACTIONS.

TYPE NO. 1 MAY BE DIVIDED INTO THE FOLLOWING LEVELS OF WORK REQIREMENTS.

TYPE NO. 2. CLIMBING AND/OR BALANCING.

(1) CLIMBING. GOING UP OR DOWN LADDERS, STAIRS, SCAFFOLDING (A RAISED STRUCTURE TO HOLD WORKERS OR BUILDING MATERIALS), RAMPS, POLES, ROPES, ETC. IT INVOLVES USING FEET AND LEGS AND/OR HANDS AND ARMS.

(2) BALANCING. MAINTAINING CONTROL OF THE BODY TO KEEP FROM FALLING WHEN WALKING, STANDING, CROUCHING, RUNNING OR PERFORMING GYMNASTIC FEATS. THIS ACTIVITY IS DONE ON NARROW, SLIPPERY, OR MOVING SURFACES.

TYPE NO. 3. STOOPING, KNEELING, CROUCHING, AND/OR CRAWLING.

(1) STOOPING. CURVING THE BODY DOWNWARD AND FORWARD BY BENDING THE SPINE AT THE WAIST.

(2) KNEELING. GETTING DOWN ON THE KNEE OR KNEES.

(3) CROUCHING. CURVING THE BODY DOWNWARD AND FORWARD BE BENDING THE LEGS AND SPINE.

(4) CRAWLING. MOVING ABOUT ON THE HANDS AND KNEES OR HANDS AND FEET.

TYPE NO. 4. REACHING, HANDLING, FINGERING, AND/OR FEELING.

(1) REACHING. STRETCHING OUT THE HANDS AND ARMS IN ANY DIRECTIO

(Q) HANDLING. TAKING HOLD OF AN OBJECT, TURNING IT, OR OTHERWISE WORKING WITH THE HAND OR HANDS. IT DOES NOT INCLUDE FINGERING.

PHYSICAL DEMANDS (CONTINUED)

(3) FINGERING. PICKING, PINCHING, OR OTHERWISE WORKING MOSTLY WITH THE FINGERS RATHER THAN WITH THE WHOLE HAND AS IN HANDLING.

(4) FEELING. BECOMING AWARE OF THE SIZE, SHAPE, TEMPERATURE, OR TEXTURE OF OBJECTS AND MATERIALS BY USING THE HANDS AND FINGERTIPS.

TYPE NO. 5. TALKING AND/OR HEARING.

(1) TALKING. EXPRESSING OR EXCHANGING IDEAS BY MEANS OF THE SPOKEN WORD.

(2) HEARING. PERCEIVING SOUNDS AND/OR INFORMATION BY MEANS OF THE EAR.

TYPE NO. 6. SEEING.

BECOMING AWARE OF THE SHAPE, SIZE, DISTANCE, MOTION OR COLOR OF OBJECTS BY USING THE EYES. THE MAJOR FUNCTION OF THE EYES ARE DEFINED AS FOLLOWS:

(1) ACUITY. FAR--HAVING A CLEAR VISION AT 20 FEET OR MORE. NEAR--HAVING A CLEAR VISION AT 20 INCHES OR LESS.

(2) DEPTH PERCEPTION. RECOGNIZING THE LENGTH, WIDTH, OR THICKNESS OF OBJECTS. JUDGING DISTANCE AND SPACE RELATIONSHIP SO AS TO SEE OBJECTS WHERE AND AS THEY ACTUALLY ARE.

(3) FIELD OF VISION. SEEING THE SURROUNDING AREA, UP AND DOWN AND RIGHT AND LEFT, WHILE THE EYES ARE FIXED ON A GIVEN POINT.

(4) ACCOMMODATION. ADJUSTING THE EYE'S LENS TO BRING AN OBJECT INTO SHARP FOCUS. THIS IS ESPECIALLY IMPORTANT WHEN DOING CLOSE WORK AT VARYING DISTANCES FROM THE EYE.

(5) COLOR VISION. SEEING LIKENESSES AND DIFFERENCES AMONG COLORS.

WORKING CONDITIONS AND PHYSICAL DEMANDS CODES

WORKING CONDITIONS

I - INSIDE
O - OUTSIDE
B - BOTH
2 - EXTREMES OF COLD
3 - EXTREMES OF HEAT
4 - WET AND HUMID
5 - NOISE AND VIBRATIONS
6 - HAZARDS
7 - FUMES AND ODORS

PHYSICAL DEMANDS

S - SEDENTARY WORK
L - LIGHT WORK
M - MEDIUM WORK
H - HEAVY WORK
V - VERY HEAVY WORK
2 - CLIMBING AND BALANCING
3 - STOOPING AND KNEELING
4 - REACHING AND/OR HANDLING
5 - TALKING AND/OR HEARING
6 - SEEING

AS-12-1

WORKSHEET

Answer the following questions:

1. What are the working conditions for the following workers.

(Use the working conditions and physical demands codes to answer the following (IS-12-4)).

Example:

Title	Type	Description
1. Model	I+B	Inside, Inside and Outside
2. Security Guard	I+B+6	Inside, Outside, Hazards
3. Animal Trainer		
4. Equipment Operator		
5. Production Worker		
6. Clerical Handler		
7. Barber and Beauty Services		
8. Nurse		
9. Law		
10. Business Administrator		
11. Communications		
12. Sports		

STUDY GUIDE FOR LESSON # 13

COUSE TITLE : PRE-VOCATIONAL CURRICULUM

UNIT - EMPLOYER-EMPLOYEE RELATIONSHIP.

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. EXPLAIN THE TWO (2) MAIN REASONS WHY PEOPLE LOSE THEIR JOBS.
2. LIST THE NEGATIVE AND POSITIVE WAYS OF EXPRESSING FEELINGS.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

IS-13-1 RECOGNIZING AND EXPRESSING OUR FEELINGS

IS-13-2 PERCEPTION

ANSWER THE QUESTIONS ON ASSIGNMENT SHEET:

AS-13-1 FANTASY TRIP

AS-13-2 GROUP WORK

AS-13-3 ROLE PLAYING

AS-13-4 SITUATION ONE

AS-13-5 SITUATION TWO

AS-13-6 SITUATION THREE

SUPPLEMENTARY LEARNING ITEMS:

1. TRANSPARENCIES ON PERCEPTION.

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. LIS. NEGATIVE AND POSITIVE WAYS OF EXPRESSING FEELINGS.

LESSON REVIEW:

1. LIST THE TWO (2) MAIN REASONS WHY PEOPLE LOSE THEIR JOBS.

   A.
   B.

2. LIST FOUR (4) POSSIBLE RESULTS OF EXPRESSING FEELINGS IN A NEGATIVE WAY.

   A.
   B.
   C.
   D.

3. LIST THE SIX (6) POINTS OF PERCEPTION.

   A.
   B.
   C.
   D.
   E.
   F.

INFORMATION SHEET

RECOGNIZING AND EXPRESSING OUR FEELINGS

MORE PEOPLE LOSE THEIR JOBS BECAUSE THEY CAN'T GET ALONG WITH THEIR CO-WORKERS AND EMPLOYERS THAN FOR ANY OTHER REASON.

PEOPLE HAVE FEELINGS BOTH ON AND OFF THE JOB.

PROBLEMS WITH INTERPERSONAL RELATIONS CAN RESULT WHEN PEOPLE DO NOT UNDERSTAND OTHER PEOPLE'S FEELINGS.

WORKERS WHO RECOGNIZE AND EXPRESS THEIR OWN FEELINGS MAKE IT EASIER FOR OTHERS TO UNDERSTAND THEM.

WORKERS WHO EXPRESS THEIR FEELINGS CLEARLY YET TACTFULLY ARE LIKELY TO GET ALONG WELL WITH OTHERS.

SOMETIMES IT IS NOT ACCEPTABLE TO EXPRESS FEELINGS IN A WORK SITUATION.

ASSIGNMENT SHEET

FANTASY TRIP

YOU ARE GOING TO GO ON A "FANTASY TRIP." HAVE STUDENTS CLOSE THEIR EYES AND GET IN A RELAXED POSITION. READ THE FOLLOWING SLOWLY, PAUSING FREQUENTLY SO STUDENTS HAVE TIME TO DEVELOP THEIR FANTASIES.

THINK OF THE LAST TIME YOU DID OR SAID SOMETHING YOU WERE SORRY FOR LATER... WHO WAS INVOLVED? GET A PICTURE IN YOUR MIND OF THE PERSON...OR PERSONS... NOW, START FROM THE BEGINNING, AND PUT YOURSELF IN THE SITUATION AGAIN...WHAT ARE YOU FEELING...TRY TO IMAGINE HOW YOU LOOK TO THE OTHER PEOPLE...NOW, TRY TO IMAGINE WHAT THEY ARE FEELING... WHAT DID YOU FEEL ONCE IT WAS OVER?...

NOW, THINK OF THE SITUATION AGAIN...GO BACK TO THE BEGINNING...NOW FIGURE OUT A WAY YOU COULD HAVE EXPRESSED YOUR FEELINGS WITHOUT FEELING SORRY LATER...SEE YOURSELF EXPRESSING YOUR FEELINGS...IMAGINE HOW YOU LOOK TO THE OTHER PEOPLE...IMAGINE WHAT THEY ARE FEELING...WHAT ARE YOUR FEELINGS NOW?...WHAT IS THE DIFFERENCE BETWEEN THE TWO WAYS YOU HANDLED THE SITUATION IN YOUR FANTASY.

1. ASK STUDENTS TO USE THEIR FANTASY TRIP AND OTHER EXPERIENCES TO THINK OF NEGATIVE WAYS WHICH PEOPLE USE TO EXPRESS FEELINGS.

   NAME CALLING (YOU DUMMY)

   INSULTING - (CAN'T YOU EVER DO ANYTHING RIGHT?)

   MAKING STATEMENTS THAT BEGIN "YOU ALWAYS..." OR "YOU NEVER..." - (YOU ALWAYS GIVE THE DIFFICULT JOBS TO ME. YOU NEVER THINK OF ANYBODY BUT YOURSELF.)

2. ASK STUDENTS IF THEY CAN ADD TO THE LIST OF NEGATIVE AND POSITIVE WAYS OF EXPRESSING FEELINGS.

3. DISCUSS THE POSSIBLE RESULTS OF EXPRESSING FEELINGS IN A NEGATIVE WAY.

   YOU COULD BE FIRED.

   YOU COULD DAMAGE FRIENDSHIPS WITH CO-WORKERS.

   YOU COULD CAUSE A TENSE SITUATION.

   YOU COULD GET A REPUTATION FOR BEING "HOT HEADED."

   OTHERS MIGHT START AVOIDING YOU.

ASSIGNMENT SHEET

GROUP WORK

DIVIDE STUDENTS INTO GROUPS OF THREE AND DISCUSS THIS WORKSHEET. THINK OF NEGATIVE AND POSITIVE WAYS OF EXPRESSING FEELINGS IN THE FOLLOWING SITUATION:

SEVERAL OF YOUR CO-WORKERS HAVE BEEN TAKING EXTRA TIME ON THEIR LUNCH BREAKS. YOU ARE THE LAST TO GO TO LUNCH, AND YOU CANNOT TAKE YOUR LUNCH BREAK UNTIL THEY RETURN. SINCE ALL WORKERS MUST BE BACK ON THE JOB BY 1:30, THIS MEANS THAT YOU HAVE TO CUT YOUR LUNCH BREAK SHORT BECAUSE OF THEM. YOU HAVE DROPPED SEVERAL HINTS, BUT IT HASN'T HELPED. YOU ARE BEGINNING TO GET QUITE IRRITATED SINCE YOU HAVE TO HURRY YOUR LUNCH, AND YOU DON'T HAVE TIME TO RELAX. TODAY THEY ARE EVEN LATER THAN USUAL, AND YOU HAVE ONLY 15 MINUTES TO EAT YOUR LUNCH.

DISCUSS

ASSIGNMENT SHEET

ROLE PLAYING

ASK SIX OR MORE STUDENTS TO ACT OUT THE FOLLOWING SITUATION:

1. A NEW STUDENT CAME TO YOUR ROOM. HOW CAN YOU HELP HIM MAKE FRIENDS?

2. A PEN HAS BEEN STOLEN. A BOY YOU DISLIKE IS ACCUSED. YOU SAW YOUR FRIEND TAKE IT. WHAT WOULD YOU DO?

3. JOHN IS YOUR BEST FRIEND. IN BIOLOGY CLASS HE IS ALWAYS ACTING UP AND CAUSING A LOT OF TROUBLE.

4. JANE IS A GOOD FRIEND OF YOURS. YOU WALK TO SCHOOL TOGETHER. LATELY, SHE HAS BEEN LATE--THUS MAKING YOU LATE. WHAT WOULD YOU DO?

5. IN ENGLISH CLASS YOU ARE GOING TO HAVE A TEST. JOE IS IN ENGLISH FIRST PERIOD AND YOU HAVE IT SECOND. AS JOE COMES OUT OF CLASS HE HANDS SALLY A LIST OF ALL THE ANSWERS ON THE TEST. SHE PLACES THESE ANSWERS UNDER HER TEST PAPER AND USES THE ANSWERS TO MARK HER PAPER. SHE MADE AN "A" AND YOU MADE A "B". WHAT WOULD YOU DO?

6. MILLY IS ALWAYS SLOPPY. SHE DOES NOT TAKE TIME TO COMB HER HAIR OR WEAR CLEAN CLOTHING. SHE DOES NOT BATH REGULARLY OR USE DEODORANT. SHE KEEPS FLOPPING HER SHOES ON AND OFF AND HER FEET STINK. SHE CHEWS GUM AND POPS IT CONSTANTLY. YOU MUST SET BESIDE HER IN MATH CLASS. WHAT DO YOU DO?

ASSIGNMENT SHEET

SITUATION ONE

JANE WAS WORKING IN THE SCHOOL OFFICE DURING HER FREE PERIOD. SOMEONE CALLED AND SAID THEY NEEDED A COPY OF JOHN BROWN'S RECORDS. THE GIRLS SAID "YOU HAVE CALLED THE WRONG PLACE. YOU WILL HAVE TO CALL A MUSIC STORE." THE PERSON ON THE OTHER END OF THE PHONE BANGED DOWN THE RECEIVER.

ONE WEEK LATER A MEMBER OF THE BOARD OF EDUCATION CALLED THE PRINCIPAL AND CONFRONTED HIM WITH THE "WISE GUY" ANSWER. THE PRINCIPAL EXPLAINED THAT THE GIRL WAS NEW AND THAT IT PROBABLY WAS AN HONEST ERROR. LATER, THE PRINCIPAL EXPLAINED TO JANE THAT A RECORD MEANT A COPY OF SOMEONES SCHOOL RECORDS, A TRANSCRIPT.

1. HOW DID THE OTHER PERSON SEE THE SITUATION?
2. HOW DID JANE SEE THE SITUATION?
3. HOW COULD JANE HAVE AVOIDED HER MISTAKE?
4. HOW DID JANE'S MISTAKE AFFECT HER RELATIONSHIP WITH THE OTHER PERSON ON THE PHONE?

ASSIGNMENT SHEET

SITUATION TWO

JOHN HAD BEEN PRACTICING FOOTBALL FOR A FEW WEEKS. ONE DAY HE WENT COMPLETELY TO PIECES.

THE COUNSELOR ASKED HIM WHAT WAS WRONG. FINALLY, JOHN SAID HE HAD JUST FOUND OUT HE HAD DIABETES.

JOHN ONLY HAD A MILD CASE. WITH INSULIN SHOTS AND A SPECIAL DIET, HE WAS ABLE TO LIVE A NORMAL LIFE. SOON HIS WORK WAS BACK TO NORMAL, BUT HE HAD DECIDED TO GIVE UP THE IDEA OF EVER PLAYING BALL AGAIN.

"UP TO NOW," HE EXPLAINED, "I'VE HARDLY BEEN SICK A DAY IN MY LIFE. NOW I'LL NEVER AGAIN BE ABLE TO SEE MYSELF AS HEALTHY."

JOHN THOUGHT THAT HE EITHER WAS HEALTHY OR UNHEALTHY. HE COULD SEE NO MIDDLE GROUND.

1. WAS JOHN'S DECISION REALISTIC?
2. HOW DID JOHN'S PERCEPTION CHANGE HIS FUTURE?
3. HOW MIGHT ANOTHER PERSON HAVE HANDLED JOHN'S PROBLEM?
4. WHICH POINTS FROM THE LIST OF PERCEPTIONS ARE INVOLVED HERE?

ASSIGNMENT SHEET

SITUATION THREE

JANE LIVED IN TYLER MOUNTAIN AND DROVE HER CAR TO SCHOOL ON SOME SCHOOL DAYS.

SOME OF THE OTHER STUDENTS WHO LIVE AT TYLER MOUNTAIN DROVE TO SCHOOL ALSO. ONE SAID, "I UNDERSTAND YOU DRIVE FROM TYLER MOUNTAIN TO DUNBAR HIGH SCHOOL IN 12 MINUTES."

I SAID, "I CAN DO THAT ONCE IN A WHILE, DEPENDING ON TRAFFIC."

HE SAID, "I DON'T BELIEVE IT."

I SAID, "BUT I DO IT."

HE SAID, "I'M A MUCH BETTER DRIVER THAN YOU ARE, AND I CAN'T DO IT."

I SAID, "I'M GOING TO DRIVE ON FRIDAY. WHY DON'T YOU RIDE ALONG WITH ME?"

SO WE RODE TO DUNBAR HIGH SCHOOL IN ABOUT 12 MINUTES, AND HE SAID "NO WONDER YOU CAN DO IT. YOU DIDN'T STAY ON ROUTE 25!"

NOW, ROUTE 25 IS THE ROAD MOST PEOPLE TAKE. IT NEVER OCCURRED TO MY FRIEND THAT YOU COULD TAKE ANY OTHER ROAD ON EITHER SIDE OF ROUTE 25.

1. HOW DID EACH PERSON SEE THE SITUATION DIFFERENTLY?
2. WHY DO YOU SUPPOSE THE FRIEND CONSIDERED ROUTE 25 AS THE ONLY WAY FROM TYLER MOUNTAIN TO DUNBAR HIGH SCHOOL.
3. WHAT HAPPENS WHEN A PERSON DOESN'T LOOK AT ALL SIDES OF A PROBLEM?

INFORMATION SHEET

PERCEPTION

1. PERCEPTION IS UNIQUE. PEOPLE SEE THINGS DIFFERENTLY. NO TWO PEOPLE ARE ALIKE.

2. PERCEPTION IS PERSONAL. WE SEE THINGS AS WE SEE OURSELVES. WE SOMETIMES SEE ONLY WHAT WE WANT TO SEE. OUR FEELINGS AND PREJUDICES DETERMINE HOW WE SEE THINGS.

3. PERCEPTION IS RELATED TO OUR EXPERIENCES. OUR PARENTS, TEACHERS AND FRIENDS TEACH US TO SEE THINGS IN A CERTAIN WAY. SOMETIMES WE SEE THINGS WRONGLY BECAUSE OF OUR PAST EXPERIENCES. WE ALSO MAY MAKE MISTAKES IN OUR PERCEPTIONS BECAUSE WE DO NOT HAVE MUCH EXPERIENCE IN AN AREA.

4. PERCEPTION IS SELECTIVE. WE OFTEN ONLY SEE PART OF A SITUATION. FOR INSTANCE, IF SEVERAL THINGS HAPPEN, WE ARE MOST LIKELY TO REMEMBER THE FIRST AND LAST ONES. SOMETIMES WHEN WE DON'T UNDERSTAND SOMETHING, WE EITHER SEE IT AS BEING SIMPLER OR MORE COMPLICATED THAN IT REALLY IS.

5. HOW WE PERCEIVE THINGS DETERMINES WHAT WE DO. FOR INSTANCE, WE DECIDE HOW TO ACT TOWARD ANOTHER PERSON FROM OUR IMPRESSIONS OF HIM/HER.

6. PERCEPTIONS CAN CHANGE. WE SEE THINGS DIFFERENTLY AT DIFFERENT TIMES, DEPENDING ON OUR MOODS, WHERE WE ARE, AND WHO WE ARE WITH. WE CAN ALSO LEARN NEW PERCEPTIONS FROM NEW EXPERIENCES.

STUDY GUIDE FOR LESSON # 14

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT - OBTAINING INFORMATION CONCERNING JOB OPENINGS.

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. LIST AT LEAST EIGHT (8) SOURCES FOR OBTAINING INFORMATION CONCERNING JOB OPENINGS.
2. EXPLAIN THE DIFFERENCES IN SOURCES AS TO INFORMATION THEY GIVE.

INFORMATIONAL ASSIGNMENT:

READ INFORMATIONS SHEETS:

IS-14-1 SOURCES OF INFORMATION ABOUT JOB OPENINGS.

ANSWER THE QUESTIONS ON ASSIGNMENT SHEET:

AS-14-1

SUPPLEMENTARY LEARNING ITEMS:

1. FILMSTRIP "GETTING A JOB IS A JOB".
2. FILMSTRIP "YOUR JOB: FITTING IN".
3. A GUEST SPEAKER.

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. HAVE EACH STUDENT OBTAIN INFORMATION, FROM ONE OR MORE OF THE SOURCES AVAILABLE, ON JOB OPENINGS.
    - A. COLLECT AND COMPARE WANT ADS.
    - B. DEVELOP A FILE FOR WANT ADS.
    - C. WRITE A JOB WANTED AD.
    - D. COLLECT INFORMATION ON JOB OPENINGS FROM FRIENDS OR RELATIVES.
    - E. LISTEN TO A GUEST SPEAKER.
    - F. MAKE A LIST OF CIVIL SERVICE JOBS AVAILABLE.
    - G. LIST POTENTIAL JOB OPENINGS DUE TO NEW CONSTRUCTION IN LOCAL AREA.

LESSON REVIEW:

1. LIST EIGHT (8) SOURCES OF INFORMATION ABOUT JOB OPENINGS.

   A.
   B.
   C.
   D.
   E.
   F.
   G.
   H.

2. COMPARE TWO (2) SOURCES OF INFORMATION ABOUT JOB OPENINGS.

INFORMATION SHEET

SOURCES OF INFORMATION ABOUT JOB OPENINGS:

1. THE SCHOOL PLACEMENT COUNSELOR - VISIT YOUR COUNSELOR AND TALK WITH THEM. AFTER GRADUATION, KEEP IN TOUCH BY TELEPHONE OR VISIT.

2. TEACHERS - FORMER TEACHERS KNOW YOUR INTERESTS. THEY MAY KNOW OF JOB OPENINGS IN YOUR AREA OF INTEREST.

3. STATE EMPLOYMENT SERVICE - REGISTER WITH YOUR LOCAL STATE EMPLOYMENT SERVICE. TAKE COMPLETE RESUME WITH YOU FOR AN INTERVIEW. THIS HELP IS FREE. OFTEN THIS SERVICE WILL TEST YOU TO DETERMINE YOUR SKILLS AND ABILITIES.

4. FRIENDS AND RELATIVES - OFTEN JOBS ARE SECURED THROUGH RECOMMENDATIONS. LET YOUR FRIENDS AND RELATIVES KNOW YOU ARE LOOKING FOR A JOB AND KNOW YOUR QUALIFICATIONS AND TRAINING. FIFTY PERCENT OF JOBS ARE ACQUIRED THROUGH THIS METHOD.

5. PRIVATE EMPLOYMENT AGENCIES - THESE ARE LISTED IN THE YELLOW PAGES UNDER "EMPLOYMENT". THESE AGENCIES CHARGE A FEE AND WILL TRY TO PLACE YOU INTO A POSITION FOR WHICH YOU ARE FITTED. AGAIN TAKE ALL NECESSARY INFORMATION WITH YOU. ALSO BE PREPARED TO FILL OUT AN APPLICATION BLANK OR ANSWER QUESTIONS ABOUT YOURSELF.

6. EMPLOYMENT DEPARTMENTS - SOME FIRMS OR PLANTS HAVE DEPARTMENTS WHICH ACCEPT APPLICATIONS. YOU USUALLY DON'T HAVE TO MAKE AN APPOINTMENT, BUT WILL BE EXPECTED TO FILL OUT A FORM.

7. CLASSIFIED "HELP-WANTED" ADVERTISEMENTS - EXAMINE ADVERTISEMENTS IN AREA NEWSPAPER AND TRADE MAGAZINES.

SAMPLE AD: 1. OFFICE MGR./EXEC. SECRETARY FOR HEALTH SYSTEMS AGENCY. 2. MUST HAVE FULL ACCOUNTING SKILLS. 3. MIN. 4 YRS. EXPERIENCE.

4. SEND RESUME TO: KS HEALTH SYSTEMS AGENCY, INC. 1120 KANAWHA VALLEY BLDG., TOPEKA, KS.

EXPLANATION:

1. POSITION OPEN - OFFICE MANAGER AND EXECUTIVE SECRETARY FOR HEALTH SYSTEMS AGENCY.
2. QUALIFICATIONS - EXCELLENT SHORTHAND TYPING, AND BOOKKEEPIN
3. WORK EXPERIENCE - 4 YEARS EXPERIENCE.
4. REVIEW LEARNING PAC ON RESUMES.

8. CLASSIFIED "POSITIONS WANTED" ADVERTISEMENTS - YOU MAY WISH TO ADVERTISE IN A NEWSPAPER OR MAGAZINE, LISTING YOUR SPECIFIC QUALIFICATIONS, AREA OF WORK YOU ARE INTERESTED IN, AND HOW YOU CAN BE CONTACTED.

9. CIVIL SERVICE - ANNOUNCEMENTS REGARDING EXAMINATIONS FOR SUCH POSITIONS MAY BE OBTAINED FROM LOCAL POST OFFICE, SCHOOL PLACEMENT COUNSELOR, CIVIL SERVICE PERIODICALS, AND BULLETIN BOARDS OF GOVERNMENT BUILDINGS.

AS-14 -1

WORK SHEET

PLEASE ANSWER THE FOLLOWING QUESTIONS.

LIST EIGHT (8) WAYS YOU CAN FIND A JOB.

1.
2.
3.
4.
5.
6.
7.
8.

FILL IN THE BLANK:

1. ________________________ EMPLOYMENT OFFICE CHARGE A FEE FOR JOB PLACEMENT.
2. THE BEST METHOD FOR LEARNING ABOUT JOBS IS THROUGH __________ .
3. YOU WILL LEARN QUITE A BIT ABOUT THE JOB MARKET BY READING THE ________________________ IN THE NEWSPAPERS.
4. ________________________ EMPLOYMENT SERVICE OFTEN REQUIRES YOU TO COMPLETE A TEST FOR THEM.

STUDY GUIDE FOR LESSON #15

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT # - PREPARING A RESUME

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. WRITE A RESUME.
2. REVISE A RESUME.

INFORMATIONAL ASSIGNMENT:

READ INFORMATIONS SHEETS:

IS-15-1 OUTLINE FOR PERSONAL RESUME.

ANSWER THE QUESTIONS ON ASSIGNMENT SHEET:

NONE

SUPPLEMENTARY LEARNING ITEMS:

NONE

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. STUDENTS WILL WRITE AND REVISE A RESUME.

LESSON REVIEW:

1. WHAT IS A RESUME?
2. WHO USES A RESUME? WHY?
3. WHY SHOULD YOU REVISE A RESUME PERIODICALLY?

INFORMATION SHEET

OUTLINE FOR PERSONAL RESUMÉ*

NAME:

DATE:

ADDRESS:

WEIGHT:

PHONE NO.:

HEIGHT:

MARITAL STATUS:

HEALTH:

DATE OF BIRTH:

AGE:

PARENT OR GUARDIAN'S NAME:

PARENT OR GUARDIAN'S ADDRESS:

EDUCATION:

	NAME OF SCHOOL	GRADES COMPLETED AND DATES:
1.		
2.		
3.		
4.		

WORK EXPERIENCE: (INCLUDE NAME OF EMPLOYER AND DATES WORKED).

	DATE	NAME	ADDRESS
1.			
2.			
3.			

SCHOOL ACTIVITIES, HONORS AND/OR AWARDS:

1.
2.
3.
4.
5.
6.

HOBBIES:

PERSONAL REFERENCES: (NAME AND ADDRESS OF THREE PERSONS NOT RELATED TO YOU).

	NAME	ADDRESS
1.		
2.		
3.		

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*CAREER-CENTERED CURRICULUM FOR VOCATIONAL COMPLEXES IN MISSISSIPPI, CAREER EXPLORATION, LEVEL I, EXEMPLARY PROJECT #0-361-0067 IN VOCATIONAL EDCUATION. REESE ISHEE, DIRECTOR JONES COUNTY EXEMPLARY PROGRAM, 2409 MOOSE DRIVE, LAUREL, MISS. 39440.

STUDY GUIDE FOR LESSON # 16

COURSE TITLE : PRE-VOCATIONAL CURRICULUM

UNIT - BASIC INTRODUCTION IN COMPLETING AN APPLICATION FOR EMPLOYMENT.

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. DEFINE FIFTEEN (15) TERMS THAT ARE MOST OFTEN FOUND ON JOB APPLICATIONS.
2. IDENTIFY COMMON MISTAKES MADE IN FILLING OUT A JOB APPLICATION.
3. IDENTIFY THE USES OF A SOCIAL SECURITY NUMBER.
4. FILL OUT TWO (2) JOB APPLICATION FORMS.
5. FILL OUT APPLICATIONS FOR A DRIVER'S LICENSE AND SOCIAL SECURITY CARD.

INFORMATIONAL ASSIGNMENT:

READ INFORMATION SHEETS:

IS-16-1

IS-16-2

IS-16-3

IS-16-4 APPLICATION FORMS

IS-16-5 A. INCORRECTLY COMPLETED APPLICATION

IS-16-5 B. COMPLETED APPLICATION FOR EMPLOYMENT.

IS-16-6 YOUR SOCIAL SECURITY CARD AND NUMBER

IS-16-7 THE EMPLOYMENT APPLICATION

IS-16-8 COMPLETING JOB APPLICATION FORMS

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEETS:

AS-16-1 SPECIAL WORDS FOR FILLING OUT FORMS

AS-16-2 DRIVERS LICENSE APPLICATION

AS-16-3 SOCIAL SECURITY CARD APPLICATION.

AS-16-4 VOCATION AND JOB VOCABULARY EXERCISE

AS-16-5 WORKSHEET

AS-16-6 APPLICATION FOR A SOCIAL SECURITY NUMBER

AS-16-7 PERSONAL DATA FORM (SHORT FORM)

AS-16-8 MC DONALD'S APPLICATION FOR EMPLOYMENT

AS-16-9 APPLICATION EMPLOYMENT (LONG FORM)

SUPPLEMENTARY LEARNING ITEMS.:

1. FILMS, "APPLYING FOR A JOB", AND "GETTING A JOB IS A JOB".
2. TRANSPARENCIES, "GUIDE FOR FINDING A JOB".

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. COMPLETE AS-16-1 "SPECIAL WORDS FOR FILLING OUT FORMS".
2. COMPLETE A DRIVERS LICENSES APPLICATION FORM(AS-16-2).
3. COMPLETE VOCATION AND JOB VOCABULARY EXERCISE (AS-16-4).
4. COMPLETE THE CHECK LIST OF THOSE THINGS YOU WOULD NEED A SOCIAL SECURITY NUMBER (AS-16-5).
5. COMPLETE AN APPLICATION FORM FOR A SOCIAL SECURITY NUMBER (AS-16-6).
6. COMPLETE A PERSONAL DATA FORM.
7. COMPLETE TWO EMPLOYMENT APPLICATION FORMS.
8. VIEW FILMS "APPLYING FOR A JOB" AND "GETTING A JOB IS A JOB".

LESSON REVIEW:

1. THE THREE (3) LOCATIONS OF THOSE WHO NEED THE SKILLS OF FILLING OUT FORMS ARE:

   A.
   B.
   C.

2. GIVE FIVE (5) EXAMPLES OF THE KINDS OF FORMS THAT ARE FILLED OUT:

   A.
   B.
   C.
   D.
   E.

3. LIST FOUR (4) COMMON WORDS AND ABBREVIATIONS FOUND ON DRIVER'S LICENSE AND SOCIAL SECURITY NUMBER APPLICATIONS.

   A.
   B.
   C.
   D.

4. LIST AT LEAST FIVE (5) TERMS USED ON AN EMPLOYMENT APPLICATION FORM.

   A.
   B.
   C.
   D.
   E.

5. WHEN A QUESTION ON A FORM DOES NOT APPLY TO YOU SHOULD YOU LEAVE IT BLANK? WHY?

   A.

INFORMATION SHEET A

HAVE YOU EVER TRIED TO ANSWER QUESTIONS ON A FORM OR APPLICATION BUT COULD NOT UNDERSTAND THE QUESTION?

FILLING OUT FORMS IS A SKILL YOU MUST HAVE TO BE ABLE TO FUNCTION IN OUR SOCIETY. THIS IS TRUE FOR THE PERSON WHO HAS A JOB, THE PERSON WHO IS AT HOME, OR THE PERSON WHO IS IN SCHOOL.

IT MAY BE SEVERAL YEARS BEFORE YOU WILL BE FILLING OUT FORMS SUCH AS:

REGISTRATION FORMS FOR COLLEGE

APPLICATION FOR A JOB

CHARGE ACCOUNT

MAIL ORDER FORMS

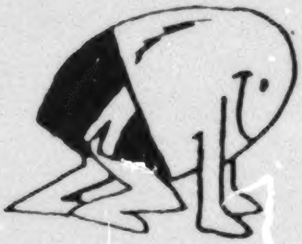
MARRIAGE APPLICATION

SOON YOU WILL BE APPLYING FOR A DRIVER'S LICENSE AND A SOCIAL SECURITY CARD. THERE ARE COMMON WORDS AND ABBREVIATIONS ON THESE APPLICATIONS.

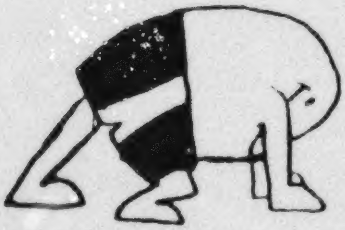
TURN TO THE NEXT PAGE AND MATCH THE ABBREVIATIONS WITH THE CORRECT MEANING.

THE ANSWERS AND MORE INSTRUCTIONS WILL FOLLOW THE QUIZ.

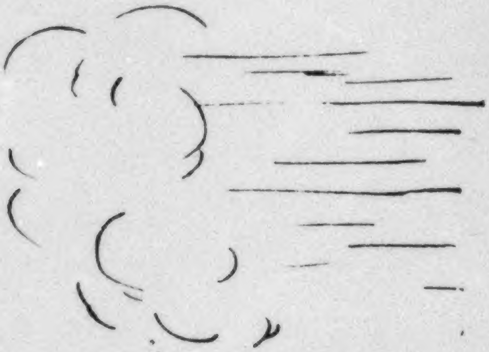
READY?



SET!



GO!



SPECIAL WORDS FOR FILLING OUT FORMS

YOU'LL BE FILLING OUT FORMS MANY TIMES IN YOUR LIFE. YOU WILL FILL OUT A FORM TO GET A JOB, TO OPEN A CHARGE ACCOUNT, TO TAKE OUT A CAR LOAN, TO ORDER BY MAIL, AND MANY OTHER IMPORTANT THINGS. MANY FORMS USE SPECIAL WORDS OR ABBREVIATIONS WHEN THEY ASK FOR INFORMATION. THEY DO THIS TO SAVE SPACE. IN COLUMN I ARE 20 OF THESE SPECIAL WORDS AND ABBREVIATIONS. SEE IF YOU CAN MATCH THEM UP WITH THEIR DEFINITIONS IN COLUMN II. THE FIRST ONE HAS BEEN DONE FOR YOU.

COLUMN I

1. M.O.
2. HT., WT.
3. MAIDEN NAME
4. PROOF OF AGE
5. ADDRESS
6. APT.
7. DEFECTS OR DISABILITIES
8. SOC. SEC. NO.
9. MARITAL STATUS
10. SPOUSE
11. DEPENDENTS
12. QTY.
13. FORMER EMPLOYER
14. REFERENCE
15. FIRM NAME
16. OCCUPATION
17. INFRACTIONS, OFFENSES

COLUMN II

A. HEIGHT, WEIGHT

B. ADULT (NOT RELATIVE) WHO CAN TELL SOMETHING ABOUT YOU OR HOW YOU WORK

C. WORKER FOR A COMPANY

D. WHAT YOU DO FOR A LIVING.

E. MONEY ORDER

F. PEOPLE YOU SUPPORT OR HELP SUPPORT

G. PERSON YOU WORKED FOR

H. GIRL'S LAST NAME BEFORE MARRIAGE

I. CASH ON DELIVERY

J. NAME OF COMPANY YOU WORKED FOR

K. SIGNED NAME (NOT PRINTED) OF PERSON MAKING OUT THE APPLICATION

L. APARTMENT

M. ACTIONS AGAINST THE LAW

N. SINGLE, MARRIED, WIDOWED, SEPARATED, DIVORCED

O. HUSBAND'S OR WIFE'S NAME

P. QUANTITY

Q. MENTAL OR PHYSICAL HANDICAPS

18. EMPLOYEE
19. C.O.D.
20. APPLICANT'S SIGNATURE

R. SOCIAL SECURITY NUMBER
S. BIRTH CERTIFICATE, BAPTISMAL PAPERS, DRAFT CARD, PASSPORT
T. WHERE YOU LIVE

INFORMATION SHEET

DID YOU PASS THE QUIZ WITH FLYING COLORS?

IF NOT, ASK THE TEACHER FOR HELP.
EVERYONE UNDERSTAND THE ABBREVIATIONS NOW? GREAT !

YOU ARE READY TO COMPLETE THE NEXT TWO PAGES. FILL OUT THE APPLICATIONS FOR THE DRIVER'S LICENSE AND THE SOCIAL SECURITY CARD. WHEN YOU HAVE COMPLETED THE TASK HAVE YOUR TEACHER CHECK TO SEE YOU HAVE THEM WELL ENOUGH TO BE ABLE TO USE YOUR NEW SKILL.

IT WOULD BE NICE TO SAY THIS WILL BE THE END OF FILLING OUT FORMS, BUT MORE THAN LIKELY THERE WILL BE MORE AND MORE AND MORE AND MORE AND,.......................................,MORE.

AS-16-2

DRIVER'S LICENSE APPLICATION

TYPE OR PRINT

FULL NAME ____ (FIRST) ____ (MIDDLE) ____ (LAST)

STREET ADDRESS OR BOX NUMBER ____

CITY ____ COUNTY ____ ZIP CODE ____

PLACE OF BIRTH CITY ____ COUNTY ____ STATE ____

SEX	RACE	WEIGHT	HEIGHT FT.	IN.	WEST VIRGINIA DRIVER LICENSE NUMBER
COLOR EYES	SOCIAL SECURITY NO		BIRTHDATE MO.	DAY	YR.

IF NAME HAS CHANGED SINCE LAST LICENSE ENTER FORMER NAME HERE

[illegible]

DRIVER EDUCATION (CHECK ONE)

PUBLIC ☐ PRIVATE ☐ NONE ☐ NAME AND COUNTY OF SCHOOL ____ YEAR ____

DO NOT WRITE IN THIS SPACE

IMPORTANT: THE ISSUANCE OF YOUR LICENSE MAY BE DELAYED IF YOU FAIL TO

- INDICATE TYPE OF APPLICATION
- ANSWER ALL QUESTIONS CORRECTLY
- EXPLAIN A YES TO QUESTIONS 1 AND OR 2
- SIGN APPLICATION

[illegible]

DEPARTMENT OF MOTOR VEHICLES
DRIVER LICENSE DIVISION
CHARLESTON, WEST VIRGINIA 25305

DRIVERS' LICENSE APPLICATION
CHECK THE APPROPRIATE BOX FOR TYPE APPLICATION

[illegible]	
OUT OF STATE OPERATOR	$6.00
OUT OF STATE CHAUFFEUR	$4.00
EXPIRED	
WEST VIRGINIA OPERATOR	$6.00
WEST VIRGINIA CHAUFFEUR	$4.00
DUPLICATE	
OPERATOR	$1.00
CHAUFFEUR	$1.00

RENEW		
OPERATOR	$5.00	☐
CHAUFFEUR	$3.00	☐
SCHOOL BUS CHAUFFEUR	$3.00	☐
IF NONE OF THE ABOVE		
JUNIOR OPERATOR	$5.00	☐
OPERATOR	$5.00	☐
CHAUFFEUR	$3.00	☐
SCHOOL BUS CHAUFFEUR	$3.00	☐

IF ADDRESS INCORRECT ENTER NEW ADDRESS BELOW

DO NOT WRITE [illegible]

THE DRIVING EXAMINATION IS CONDUCTED [illegible] ALL PERSONS CURRENTLY DRIVING ON [illegible] INSTRUCTION PERMIT OR UNDER RE-EXAMINATION, MUST TAKE THIS EXAM

A ____ C ____ E ____ G ____ I ____ K ____ M ____

B ____ D ____ F ____ H ____ J ____ L ____ SCORE ____

RESTRICTION(S) NECESSARY

IF NAME HAS CHANGED, BIRTH CERTIFICATE [illegible] CERTIFICATE MUST ACCOMPANY APPLICATION

THE APPLICANT NAMED IN THIS APPLICATION PASSED THE DRIVING EXAMINATION CONDUCTED

AT ____ DETACHMENT

THIS ____ DAY OF ____ 19 ____

____ EXAMINER ____ UNIT NO.

	YES	NO
1. [illegible] INTOXICATING LIQUOR		
2. [illegible] EVER DENIED, SUSPENDED OR REVOKED	☐	☐
3. EVER LICENSED IN WEST VIRGINIA BEFORE ____ YEAR	☐	☐
4. LICENSED TO DRIVE IN ANY OTHER STATE	☐	☐
WHAT STATE ____? LICENSE NUMBER ____		
5. HAS YOUR NAME CHANGED SINCE YOUR LAST LICENSE?	☐	☐

____ (ENTER OLD NAME HERE)

6. IF THIS APPLICATION IS FOR A DUPLICATE, THE ORIGINAL WAS DESTROYED ☐ LOST OR STOLEN ☐ CHANGE OF NAME OR ADDR ☐

A LETTER OF EXPLANATION MUST ACCOMPANY THIS APPLICATION IF QUESTION 1 AND/OR 2 WERE ANSWERED YES. FAILURE TO DO SO WILL DELAY YOUR LICENSE.

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE.

SIGNED ____ (MUST BE SIGNED BY APPLICANT) DATE ____ / /7

[illegible]

Microfilmed From Best Available Copy

AS-16-2 (CON'T)

APPLICATION FOR INSTRUCTION PERMIT (Form No. 27)

TYPE OR PRINT

NAME

STREET
OR
[illegible] BOX

CITY

DO NOT MAIL CASH

DEPARTMENT USE

MAIL TO
Department of Motor Vehicles
Operations Bureau
Charleston, WestVirginia 25305

(SEE BACK OF FORM)

ANSWER THE FOLLOWING QUESTIONS CORRECTLY

IF ANSWERED YES SEND LETTER OF EXPLANATION

	YES	NO
1. EVER SUFFERED FROM [illegible]	☐	☑
2. DRIVING PRIVILEGE EVER [illegible] REVOKED	☐	☐
3. EVER LICENSED IN [illegible]	☐	☐
4. LICENSED [illegible]	☐	☐

The above statements have been made for the purpose of securing the above instruction permit and are declared to be true and correct.

Signature [illegible] Own Handwriting

[illegible] APPLICANT NAMED IN THIS APPLICATION [illegible] THE EXAMINATION CONDUCTED

[illegible] ________ DETACHMENT

[illegible] ________ DAY OF ________ 19 ____

________ ________

[illegible] [illegible]

RESTRICTIONS ________

IF YOU ARE UNDER THE AGE OF 18 THIS PORTION MUST BE COMPLETED

Parents or Guardian's Consent to the Issuance of a Junior Operator License

____

____

____

____

[illegible] the undersigned [illegible] the applicant, do [illegible] license to said [illegible]

[illegible] or by a guardian of [illegible]

[illegible]

2. [illegible] and was the parent signing [illegible] custody of the applicant?

____

3. Are you the legal guardian entitled to the custody of the applicant?

____

________ ________
Signature of Father Signature of Mother

____
Signature of Guardian

State of West Virginia

County of ________ [illegible]

Taken, subscribed and sworn [illegible] the undersigned Notary [illegible] ________

West Virginia, this the ________ 19 ____

____
Notary Public

[illegible]

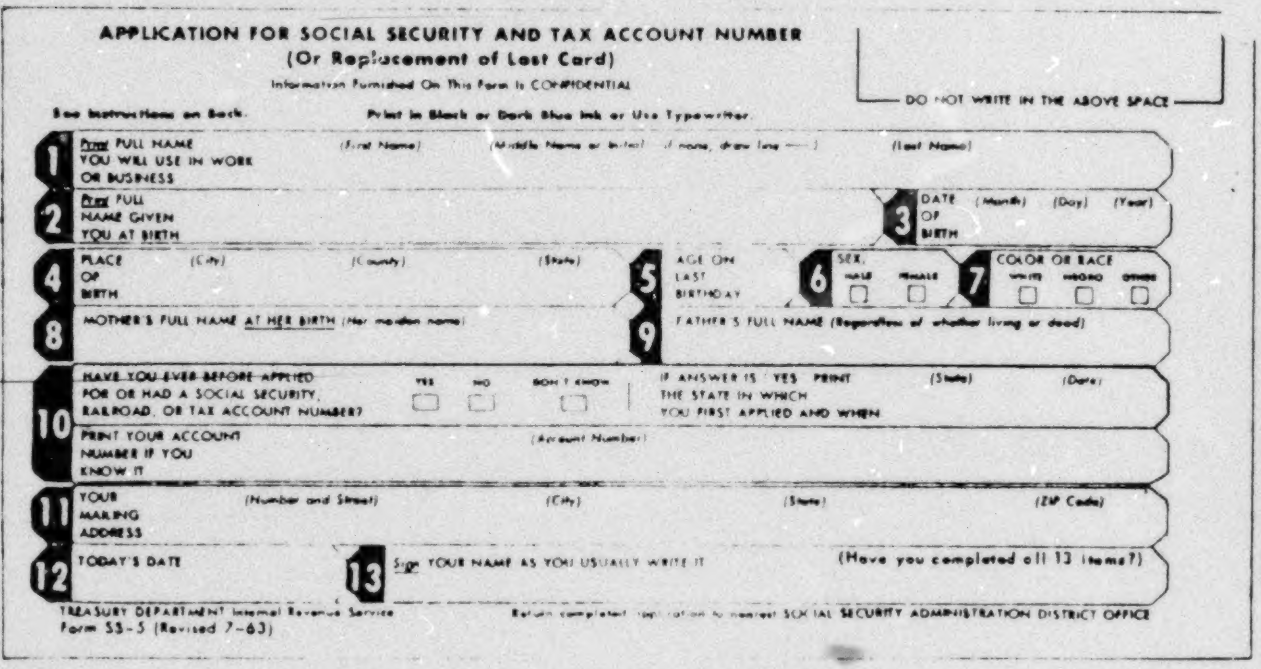
____

VALID THIRTY (30) DAYS FROM DATE OF EXAMINATION

BE SURE YOU HAVE COMPLETED THE APPLICATION

Microfilmed From Best Available Copy

SOCIAL SECURITY CARD APPLICATION



APPLICATION FOR SOCIAL SECURITY AND TAX ACCOUNT NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back.
Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial — if none, draw line —) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 DATE OF BIRTH (Month) (Day) (Year)

4 PLACE OF BIRTH (City) (County) (State)

5 AGE ON LAST BIRTHDAY

6 SEX, MALE ☐ FEMALE ☐

7 COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

8 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

9 FATHER'S FULL NAME (Regardless of whether living or dead)

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? YES ☐ NO ☐ DON'T KNOW ☐

IF ANSWER IS "YES" PRINT THE STATE IN WHICH YOU FIRST APPLIED AND WHEN (State) (Date)

PRINT YOUR ACCOUNT NUMBER IF YOU KNOW IT (Account Number)

11 YOUR MAILING ADDRESS (Number and Street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME AS YOU USUALLY WRITE IT

(Have you completed all 13 items?)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (Revised 7-63)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE

SOCIAL SECURITY PAYMENTS RECORD

Name ______________________________

Social Security No. ______________________________

EMPLOYER'S NAME	YOUR JOB	EMPLOYED		TOTAL EARNINGS		F.I.C.A. TAX WITHHELD	
		FROM	TO				

AS-16-4

WORK SHEET A

VOCATION AND JOB VOCABULARY EXERCISE

MATCH THE WORDS ON THE RIGHT WITH ONE OF THE DEFINITIONS ON THE LEFT BY PLACING THE CORRECT WORD ON THE LINE NEAR THE DEFINITION.

1. ________________________-GRADE SCHOOL
2. ________________________-FIXED PAY FOR REGULAR WORK
3. ________________________-YOUR WRITTEN NAME
4. ________________________-THE PLACE WHERE ONE LIVES
5. ________________________-SOMEONE YOU SUPPORT
6. ________________________-SKILL GAINED BY OBSERVING, DOING, OR LIVING THROUGH THINGS.
7. ________________________-A PERSON WHO CAN GIVE INFORMATION ABOUT ONE'S CHARACTER OR ABILITY.
8. ________________________-EMPLOYEES OF A COMPANY
9. ________________________-A PARTICULAR FIELD OF WORK
10. ________________________-PREVIOUS, BEFORE, PRIOR
11. ________________________-REFERS TO YOU THE INDIVIDUAL
12. ________________________-WHETHER ONE IS SINGLE, MARRIED, DIVORCED, WIDOW (WIDOWER)
13. ________________________-PERSON OR FIRM THAT GIVES WORK TO ONE OR MORE PERSONS.
14. ________________________-ONE WHO APPLYS FOR A JOB
15. ________________________-MAKE APPLICATION FOR A JOB
16. ________________________-A PERSON WHO WORKS FOR SOMEONE
17. ________________________-TO BE FINISHED OR TO FILL OUT FULLY

A. REFERENCE
B. APPLICANT
C. EMPLOYER
D. SALARY
E. MARITAL STATUS
F. ELEMENTARY
G. SIGNATURE
H. ADDRESS
I. DEPENDENT
J. EXPERIENCE
K. APPLY
L. PERSONNEL
M. LEGIBLE
N. CONCISE
O. FORMER
P. PERSONAL

18. ______________-COMMUNITY ORGANIZATIONS

19. ______________-CLEAR, BRIEF, AND TO THE POINT

20. ______________-ABILITY TO WRITE CLEARLY AND CORRECTLY.

Q. CIVIC

R. COMPLETED

S. EMPLOYEE

T. OCCUPATION

INFORMATION SHEET

APPLICATION FORMS

SINCE MOST EMPLOYERS WILL ASK YOU TO FILL OUT AN APPLICATION FORM, FOLLOWING THESE SUGGESTIONS WILL HELP SELL YOU TO THE EMPLOYER:

1. FILL OUT THE APPLICATION FORM IN INK - OR USE A TYPEWRITER.

2. ANSWER EVERY QUESTION THAT APPLIES TO YOU (IF A QUESTION DOES NOT APPLY, YOU MAY WRITE "NA", MEANING NOT APPLICABLE, OR DRAW A LINE THROUGH THE SPACE TO SHOW THAT YOU DID NOT OVERLOOK THE QUESTION).

3. GIVE YOUR COMPLETE ADDRESS, INCLUDING YOUR ZIP CODE.

4. THE QUESTION ON MARITAL STATUS SIMPLY MEANS WHETHER YOU ARE SINGLE, MARRIED, SEPARATED, DIVORCED, OR WIDOWED.

5. SPELL CORRECTLY, IF YOU AREN'T SURE ABOUT HOW TO SPELL A WORD, TRY TO USE ANOTHER WORD WITH THE SAME MEANING.

6. THE QUESTION ON PLACE OF BIRTH MEANS THE CITY AND STATE IN WHICH YOU WERE BORN, NOT THE NAME OF THE HOSPITAL.

7. A QUESTION ON JOB PREFERENCE OR "JOB FOR WHICH YOU ARE APPLYING "SHOULD BE ANSWERED WITH A SPECIFIC JOB TITLE OR TYPE OF WORK. DO NOT WRITE "ANYTHING". EMPLOYERS EXPECT YOU TO STATE CLEARLY WHAT KIND OF WORK YOU CAN DO.

8. TRY TO HOLD IN MIND ALL OF THE SCHOOLS YOU HAVE ATTENDED AND THE DATES OF YOUR ATTENDANCE. IF THERE ARE SEVERAL, IT IS A GOOD IDEA TO WRITE THEM DOWN BEFORE YOU APPLY FOR A JOB.

9. BE PREPARED TO LIST SEVERAL GOOD REFERENCES. IT IS MUCH BETTER TO ASK PERMISSION OF THOSE YOU PLAN TO LIST. THOSE CONSIDERED GOOD REFERENCES INCLUDE (A) THE PASTOR OF YOUR CHURCH, (B) A FORMER EMPLOYER (C) A TEACHER WHO KNOWS YOU WELL, (D) FRIENDS WHO ARE ESTABLISHED IN BUSINESS.

10. WHEN YOU WRITE OR SIGN YOUR NAME ON THE APPLICATION, USE YOUR CORRECT NAME, NOT A NICKNAME. YOUR FIRST NAME, MIDDLE INITIAL, AND LAST NAME ARE USUALLY PREFERRED.

11. BE AS NEAT AS POSSIBLE. THE EMPLOYER EXPECTS THAT YOUR APPLICATION WILL BE AN EXAMPLE OF YOUR BEST WORK.

2.1 DAVID LEE MURPHY HAS COMPLETED THE FOLLOWING SAMPLE, APPLICATION FOR EMPLOYMENT. CIRCLE ALL THE MISTAKES THAT DAVID MADE WHEN HE FILLED OUT THIS APPLICATION.

2.2 CHECK YOUR LIST OF MISTAKES WITH THE CORRECTED SAMPLE KEY- APPLICATION FOR EMPLOYMENT.

AS-16-5A

APPLICATION FOR EMPLOYMENT

:RSONAL INFORMATION

DATE ______ SOCIAL SECURITY NUMBER ______

NAME DAVID (LAST) LEE (FIRST) MURPHY (MIDDLE) AGE 18 SEX MAIL

PRESENT ADDRESS 610 (STREET) JACKSON (CITY) ______ (STATE) ______ (ZIP)

PERMANENT ADDRESS ______ (STREET) ______ (CITY) ______ (STATE) ______ (ZIP)

PHONE NO. 4870 OWN HOME ______ RENT ______ BOARD ______

DATE OF BIRTH 9/12/75 HEIGHT 5-10 WEIGHT 180 COLOR OF HAIR BLACK COLOR OF EYES BROWN

MARRIED ______ SINGLE X WIDOWED ______ DIVORCED ______ SEPARATED ______

NUMBER OF CHILDREN ______ DEPENDENTS OTHER THAN WIFE OR CHILDREN ______ CITIZEN OF U. S. A. YES X NO X

HAVE YOU EVER BEEN ARRESTED? YES ☒ NO ☒ IF YES EXPLAIN ______

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT UNCLE HARRY REFERRED BY TOMMY

EMPLOYMENT DESIRED

POSITION ANY THING DATE YOU CAN START AFTER VACATION SALARY DESIRED most I can get

RE YOU EMPLOYED NOW? NO IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER ______

EVER APPLIED TO THIS COMPANY BEFORE? NO WHERE ______ WHEN ______

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	PLEASANT VALLEY GRADE School PIKE ST.	8		
HIGH SCHOOL	PLEASANT VALLEY HIGH School PIKE ST.	4		NONE
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH AND DEVELOPMENT WORK NONE

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? ______ READ ______ WRITE ______

U. S. MILITARY OR NAVAL SERVICE ______ RANK ______ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES ______

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) PLEASANT VALLEY BASEBALL TEAM

EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

LAST

FIRST

MIDDLE

AS-16-5A (CON'T)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM 6/10/74 TO 8/10/74	BILL WILSON WILSON'S FARM	PER HR. 1.50	FARM LABOR	SUMMER J
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS OR OCCUPATION	YEARS ACQUAINTED
1 REV. TOM COOK	PLASANT VALLEY CHURCH	PREACHER	8
2 MRS. MARRY LONG	PLASANT VALLEY HIGHSCHOOL	TEACHER	2
3 BILL WILSON	WILSON'S FARM	FARMER	10

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS NONE

WERE YOU EVER INJURED? — GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? — IN VISION? — IN SPEECH? —

IN CASE OF EMERGENCY NOTIFY MR. + MRS. MURPHY (NAME) 610 JACKSON ST. - PLEASANT VALLEY (ADDRESS) 4870 (PHONE NO.)

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE DAVID LEE MURPHY

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. (EMPLOYMENT MANAGER) 2. (DEPT. HEAD) 3. (GENERAL MANAGER)

AS-16-5B

APPLICATION FOR EMPLOYMENT

RSONAL INFORMATION

DATE 9/23/75 SOCIAL SECURITY NUMBER 100-00-0000

NAME MURPHY (LAST) DAVID (FIRST) LEE (MIDDLE) AGE 18 SEX MALE

PRESENT ADDRESS 610 JACKSON ST. (STREET) PLEASANT VALLEY (CITY) W.VA. (STATE) 20200 (ZIP)

PERMANENT ADDRESS SAME (STREET) (CITY) (STATE) (ZIP)

PHONE NO. 406-4870 OWN HOME RENT BOARD X

DATE OF BIRTH 9/12/57 HEIGHT 5'10" WEIGHT 180 COLOR OF HAIR BLACK COLOR OF EYES BROWN

MARRIED SINGLE X WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN NA DEPENDENTS OTHER THAN WIFE OR CHILDREN NONE CITIZEN OF U. S. A. YES ☒ NO ○

HAVE YOU EVER BEEN ARRESTED? YES ☐ NO ☒ IF YES EXPLAIN

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT HARRY MURPHY (SHOP) REFERRED BY HARRY MURPHY

EMPLOYMENT DESIRED

POSITION MACHINE CLEANER DATE YOU CAN START 9/24/75 SALARY DESIRED 2.50

RE YOU EMPLOYED NOW? NO IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER —

EVER APPLIED TO THIS COMPANY BEFORE? NO WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL	PLEASANT VALLEY GRADE SCHOOL PLEASANT VALLEY, W.VA.	1963 to 1971	1971	GENERAL EDUCAT
HIGH SCHOOL	PLEASANT VALLEY HIGH SCHOOL PLEASANT VALLEY, W.VA.	1971 1975	1975	GENERAL EDUCATION
COLLEGE	NONE			
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL	NONE			

SUBJECTS OF SPECIAL STUDY OR RESEARCH AND DEVELOPMENT WORK NONE

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? — READ — WRITE —

U. S. MILITARY OR NAVAL SERVICE NONE RANK — PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES —

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) NONE

EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

LAST FIRST MIDDLE

AS-16-5B (CON'T)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM 6/10/74	BILL WILSON	Per Hr. 1.50	FARM	RETURNED TO
TO 8/10/74	RT 5 PLEASANT VALLEY, W.VA.		LABOR	SCHOOL
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS OR OCCUPATION	YEARS ACQUAINTED
1 REV. TOM COOK	PLEASANT VALLEY CHURCH PLEASANT VALLEY, W.VA.	PREACHER	8
2 MRS. MARY LONG	PLEASANT VALLEY High School PLEASANT VALLEY, W.VA.	TEACHER	2
3 BILL WILSON	RT 5 PLEASANT VALLEY, W.VA.	FARMER	10

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS NONE

WERE YOU EVER INJURED? NO GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? No IN VISION? No IN SPEECH? No

IN CASE OF EMERGENCY NOTIFY Mr. + Mrs. MURPHY (NAME) 610 JACKSON ST. PLEASANT VALLEY (ADDRESS) 906-4870 (PHONE NO.)

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE Sept 23, 1975 SIGNATURE Daniel Lee Murphy

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

AS-16-5

WORK SHEET

GIVEN THE FOLLOWING CHECKLIST - CHECK THOSE THINGS FOR WHICH YOU WOULD NEED A SOCIAL SECURITY NUMBER.

__________ TO GET A DRIVER'S LICENSE

__________ TO PLAY BINGO

__________ TO APPLY FOR A JOB

__________ TO GET A HEALTH CARD

__________ TO GET A WORK PERMIT

__________ TO GET A BIRTH CERTIFICATE

__________ TO GET A HEALTH INSURANCE POLICY

__________ FOR WHEN YOU REPORT YOUR INCOME FOR INCOME TAX PURPOSES

__________ TO GET MARRIED

__________ TO DEPOSIT MONEY IN THE BANK

PART B

AFTER READING THE INFORMATION SHEET - YOUR SOCIAL SECURITY CARD AND NUMBER, MAKE A LIST OF THOSE THINGS FOR WHICH YOU WOULD NEED A SOCIAL SECURITY NUMBER.

INFORMATION SHEET

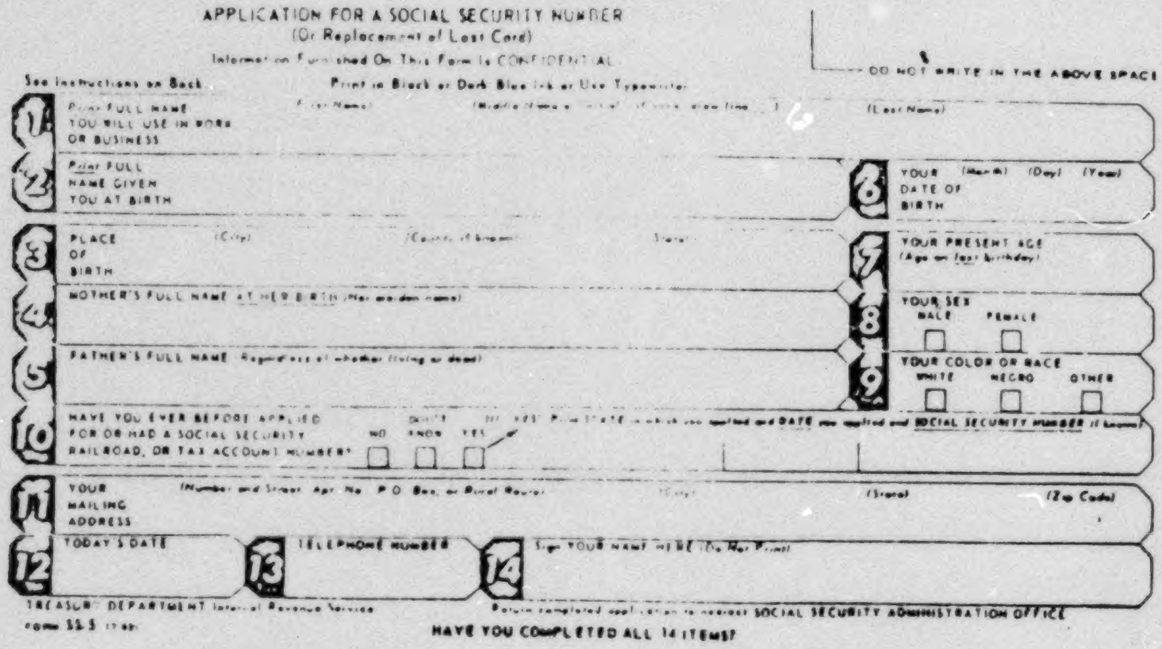
YOUR SOCIAL SECURITY CARD AND NUMBER

YOU ALWAYS NEED A SOCIAL SECURITY CARD WHEN YOU GET A JOB. JOB APPLICATION BLANKS ALWAYS ASK FOR YOUR SOCIAL SECURITY NUMBER. YOUR EMPLOYER MUST SEND MONEY FOR YOUR SOCIAL SECURITY TO THE GOVERNMENT, AND NEEDS YOUR SOCIAL SECURITY NUMBER FOR THIS PURPOSE. YOU MAY BE ASKED FOR YOUR SOCIAL SECURITY NUMBER WHEN YOU APPLY FOR A DRIVER'S LICENSE, A WORK PERMIT, A HEALTH CERTIFICATE, OR A HEALTH-INSURANCE POLICY. YOUR SOCIAL SECURITY NUMBER IS ALSO YOUR TAX IDENTIFICATION NUMBER; YOU HAVE TO GIVE IT WHEN YOU REPORT YOUR INCOME OR PAY YOUR INCOME TAX. WHEN YOU GROW OLD, OR IF YOU GET HURT OR GET SICK, SOCIAL SECURITY MAY PAY YOU SOME MONEY TOWARD YOUR LIVING EXPENSES---AND YOUR SOCIAL SECURITY NUMBER WILL BE NEEDED THEN.

IF YOU DON'T YET HAVE A SOCIAL SECURITY NUMBER, IT IS EASY TO GET ONE AND A CARD THAT SHOWS IT. LOOK UP THE NEAREST SOCIAL SECURITY ADMINISTRATION OFFICE IN THE PHONE BOOK. YOU CAN CALL OR WRITE THE OFFICE AND EXPLAIN WHAT YOU NEED. THE PEOPLE IN THE OFFICE WILL HELP YOU TO MAKE YOUR APPLICATION. GETTING YOUR NUMBER MAY TAKE SEVERAL WEEKS, SO GET IT AS SOON AS YOU CAN. YOU WANT TO AVOID LOSING TIME WHEN YOU ARE READY TO START WORKING AND GETTING PAID.

AS-16-6

This is the front of the form



APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back
Print in Black or Dark Blue Ink or Use Typewriter

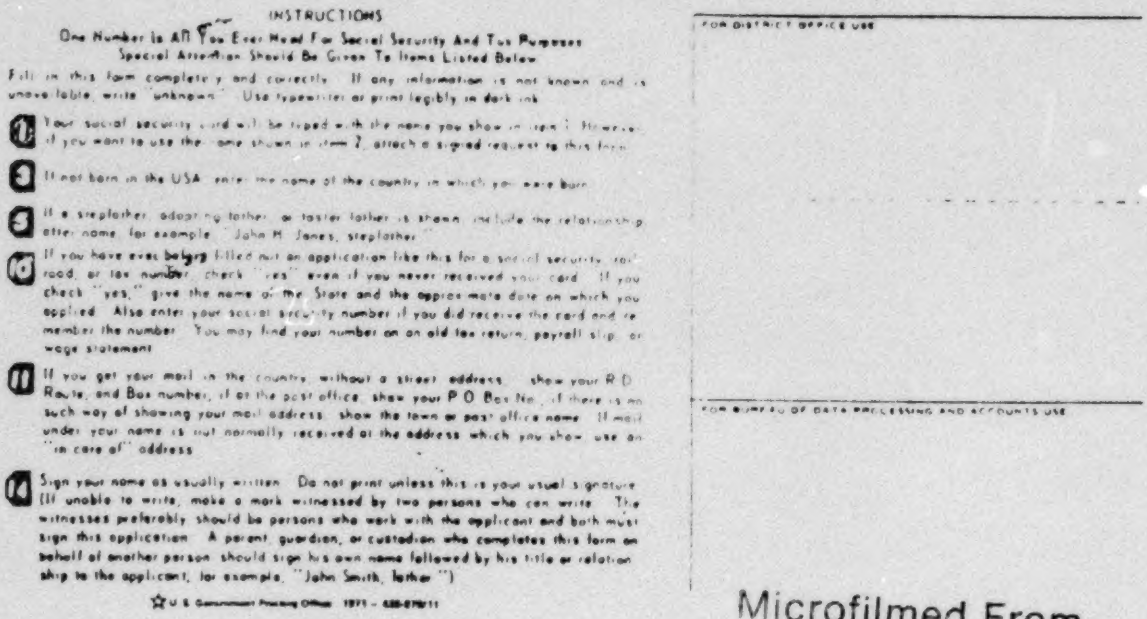
1. Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line —) (Last Name)
2. Print FULL NAME GIVEN YOU AT BIRTH
3. PLACE OF BIRTH (City) (County if known) (State)
4. MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)
5. FATHER'S FULL NAME (Regardless of whether living or dead)
6. YOUR DATE OF BIRTH (Month) (Day) (Year)
7. YOUR PRESENT AGE (Age on last birthday)
8. YOUR SEX MALE ☐ FEMALE ☐
9. YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐
10. HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ IF "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known
11. YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)
12. TODAY'S DATE
13. TELEPHONE NUMBER
14. Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (7-[illegible])

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

This is the back of the form



INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown". Use typewriter or print legibly in dark ink.

1. Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3. If not born in the USA, enter the name of the country in which you were born.

5. If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10. If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11. If you get your mail in the country without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14. Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

☆ U.S. Government Printing Office: 1971 – [illegible]

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

Microfilmed From
Best Available Copy

PERSONAL DATA FORM

THERE ARE MANY THINGS THAT YOU NEED TO KNOW TO FILL OUT AN APPLICATION FORM. THE FOLLOWING IS SOME OF THE INFORMATION THAT IS NEEDED ON AN APPLICATION FORM. COMPLETE THE FOLLOWING PERSONAL DATA FORM.

NAME ______________________________
LAST FIRST MIDDLE

ADDRESS ______________________________
NO. & STREET CITY STATE ZIP

TELEPHONE ______________ HEIGHT ______________ WEIGHT ______________

AGE ______________ SOCIAL SECURITY NUMBER ______________

BIRTHDATE ______________ PLACE OF BIRTH ______________

DRIVER'S LICENSE NO. ______________________________

HIGH SCHOOL ______________________________

ADDRESS OF SCHOOL ______________________________

CURRICULUM ______________________________

DATES OF ATTENDANCE ______________________________

HIGHEST GRADE COMPLETED OR DATE OF GRADUATION ______________

COLLEGE ______________________________

ADDRESS ______________________________

DATES OF ATTENDANCE ______________________________

HIGHEST GRADE COMPLETED OR DATE OF GRADUATION ______________

CURRICULUM ______________________________

PREVIOUS EMPLOYMENT (SUMMER, WORK-STUDY OR PART TIME) INCLUDE THE FOLLOWING FOR EACH JOB.

NAME OF EMPLOYER ______________________________

ADDRESS OF JOB ______________________________

JOB TITLE ______________________________

DATES OF EMPLOYMENT ______________________________

NAME OF EMPLOYER ______________________________

ADDRESS OF JOB ______________________________

JOB TITLE ______________________________

DATES OF EMPLOYMENT ______________________________

REFERENCES

1. NAME ____________________ OCCUPATION __________
   ADDRESS ______________________________
   TELEPHONE __________

2. NAME ____________________ OCCUPATION __________
   TELEPHONE __________

3. NAME ____________________ OCCUPATION __________
   TELEPHONE __________

INFORMATION SHEET

THE EMPLOYMENT APPLICATION

THE "EMPLOYMENT APPLICATION" PLAYS A VERY IMPORTANT PART IN HELPING YOU GET THAT JOB. ALMOST ANY JOB TODAY REQUIRES THAT YOU COMPLETE AN APPLICATION FORM. HOW YOU FILL OUT THE APPLICATION CAN MAKE THE DIFFERENCE BETWEEN "GETTING" AND "NOT GETTING" THE JOB. FILLING OUT AN APPLICATION FORM ACCURATELY AND COMPLETELY IS A SKILL IN ITSELF. MANY PEOPLE LOST JOBS BEFORE THEY ARE INTERVIEWED SIMPLY BECAUSE THEY CREATE A FALSE IMPRESSION FROM THE LOOKS OF THE APPLICATION. A QUALIFIED PERSON CAN LOSE THE JOB BEFORE HE IS INTERVIEWED BECAUSE HE HAS NOT STATED INFORMATION THAT IS CLEAR, CONCISE AND SLANTED TOWARD THAT EMPLOYER'S NEEDS. DON'T SELL YOURSELF SHORT. YOU HAVE THE ABILITY BUT YOU MUST PUT THAT ABILITY TO USE. HOW MUCH ABILITY DO YOU POSSESS? DO YOU THINK YOU KNOW EVERYTHING ABOUT EMPLOYMENT APPLICATION FORMS? STUDY CAREFULLY, UNDERSTAND, PRACTICE AND APPLY IT.

REMEMBER, THE SECRET OF EMPLOYMENT IS NOT ONLY EDUCATION AS SUCH AND TRAINING BUT PREPARING YOURSELF TO THAT EMPLOYER. THE "EMPLOYMENT APPLICATION" IS ONE OF YOUR SELLING TOOLS.

THREE IMPORTANT POINTS

THESE IMPORTANT POINTS TO REMEMBER WHEN FILLING OUT THE EMPLOYMENT APPLICATION TELL THE EMPLOYER SOMETHING ABOUT YOU.

1. THE FIRST POINT IS YOUR HANDWRITING OR PRINTING. MANY OF US BECAUSE OF PAST EXPERIENCE AND HABIT HAVE TAKEN OUR PENMANSHIP FOR GRANTED. IT MUST BE REMEMBERED THAT ON ANY JOB A CERTAIN AMOUNT OF PENMANSHIP IS NECESSARY. IF YOU ARE UNABLE TO EXPRESS CLEARLY AND PLAINLY YOUR IDEAS OR FACTUAL INFORMATION ON PAPER, IT MAY SERIOUSLY LIMIT YOUR OPPORTUNITY FOR PROMOTION AND ADVANCEMENT. IT MAY MORE SERIOUSLY HURT WHEN APPLYING FOR A JOB. IF YOU MAKE A POOR IMPRESSION AND PUT FORTH LITTLE EFFORT INTO COMPLETING THE APPLICATION, WELL, YOUR APPLICATION MIGHT BE GLANCED AT AND THEN THROWN TO THE SIDE AND FORGOTTEN.

2. ANOTHER IMPORTANT POINT IS HOW NEAT AND ACCURATE YOU ARE. SURELY A MESSY, INACCURATE APPLICATION TELLS THE EMPLOYER THAT YOU REALLY AREN'T INTERESTED IN OBTAINING THE JOB, DO NOT CARE ABOUT IMPRESSING THE EMPLOYER AND INDICATES VERY STRONGLY THAT YOU ARE OR WILL BE THIS KIND OF WORKER ON A JOB. WOULD YOU AS THE EMPLOYER WANT SOMEONE TO WORK FOR YOU THAT DIDN'T CARE ABOUT DOING A JOB IN THE BEST MANNER POSSIBLE?

3. HAVE YOU EVER WORKED AT A JOB AND BEGAN PERFORMING THE WORK BEFORE YOU LISTENED FULLY TO DIRECTIONS AND INSTRUCTIONS AND THEN "GOOFED" AND FOUND THAT THE WORK PERFORMED WAS WRONG? THE APPLICATION FORM ALSO TESTS YOUR ABILITY TO CARRY OUT INSTRUCTIONS. ALWAYS LOOK THE TOTAL APPLICATION OVER CAREFULLY AND THEN READ CAREFULLY THE INSTRUCTIONS FOUND ON THE APPLICATION FORM BEFORE WRITING OR PRINTING ONE WORD. FOLLOWING INSTRUCTIONS CAREFULLY ON THE JOB MAY HELP YOU KEEP THAT JOB, HOWEVER, NOT CARRYING OUT INSTRUCTIONS ON THE APPLICATION FORM MAY CAUSE YOU TO LOSE THE JOB BEFORE YOU ARE INTERVIEWED.

WHAT ARE SOME HINTS THAT WILL HELP YOU COMPLETE THE APPLICATION CORRECTLY?

HINTS TO DO THE TASK WELL

THERE ARE SOME VERY IMPORTANT FACTS AND/OR RULES THAT ARE OF THE UTMOST IMPORTANCE IN DOING A GOOD, COMMENDABLE JOB IN FILLING OUT AN APPLICATION FORM. LOOK THEM OVER CAREFULLY AND REMEMBER THEM WHEN COMPLETING AN APPLICATION FORM.

1. ALWAYS FILL OUT THE APPLICATION FORM WITH BLUE OR BLACK INK. THERE ARE A COUPLE OF GOOD REASONS WHY THE EMPLOYER DESIRES TO HAVE THE APPLICATION COMPLETED IN INK. ONE, INK WILL NOT FADE OR SMEAR AS EASILY AS LEAD PENCIL. SECOND, INK WILL NOT REFLECT LIGHT. FOR EXAMPLE, TRY READING SEVERAL PAGES OF MATERIAL WRITTEN WITH LEAD PENCIL. YOU WILL FIND THE PAGES OF MATERIAL WRITTEN IN INK EASIER ON THE EYES.

2. IF YOU CAN TYPE AND A TYPEWRITER IS AVAILABLE, USE IT.

3. PAY ATTENTION - PRINT OR WRITE.

4. FOLLOW INSTRUCTIONS AND BE CONSISTENT.

   MANY PEOPLE BEGIN FILLING OUT AN APPLICATION THINKING THAT ALL INSTRUCTIONS ARE THE SAME ON ALL APPLICATION FORMS. READ THE INSTRUCTIONS. ALSO, MANY PEOPLE BEGIN PRINTING AND A FEW QUESTIONS LATER THEY ARE WRITING OR VICE VERSA. BE CONSISTENT.

5. ANSWER ALL QUESTIONS HONESTLY AND COMPLETELY.

6. ANSWER IN FULL ALL QUESTIONS THAT APPLY TO YOU.

7. DO NOT LEAVE BLANK SPACES.

   "IF A QUESTION DOES NOT APPLY TO YOU ALWAYS ANSWER IT WITH "NONE," "NO," OR "DRAW A LINE THROUGH THE SPACE." THIS INDICATES TO THE EMPLOYER THAT YOU HAVE NOT OVERLOOKED IT.

8. YOUR ADDRESS MEANS ALL OF YOUR ADDRESS. THE ZONE NUMBER AND/OR ZIP CODE ARE PART OF YOUR ADDRESS.

9. REFERENCES

   ALL APPLICATION FORMS WILL ASK FOR REFERENCES. YOU SHOULD HAVE THREE TO FIVE GOOD REFERENCES. A REFERENCE IS THE NAME OF A PERSON THAT IS ABLE AND CAN GIVE AN OBJECTIVE WRITTEN AND/OR VERBAL TESTIMONIAL OF YOU REGARDING YOUR PERSONAL BACKGROUND, EDUCATION, EXPERIENCE, TRAINING, CHARACTER AND/OR ABILITIES THAT YOU POSSESS. BE SURE TO CHOOSE A REFERENCE THAT WILL SPEAK WELL OF YOU. IT WOULD BE GOOD TO ASK A PERSON PERMISSION TO USE HIS NAME AS A REFERENCE. YOU WOULD HINDER YOUR CHANCES OF GETTING THAT JOB IF YOU PICKED A REFERENCE THAT PLAYED ON YOUR WEAK POINTS RATHER THAN YOUR STRONG POINTS.

WHO MIGHT YOU USE AS A REFERENCE?

THIS COULD BE A FORMER EMPLOYER WHO LIKED YOUR WORK, A PASTOR OR MINISTER OF YOUR CHURCH, A TEACHER, PRINCIPAL OR COUNSELOR THAT KNOWS YOU VERY WELL, A FRIEND OF YOUR PARENTS WHO IS WORKING, A PERSON ENGAGED IN PROFESSIONAL WORK SUCH AS A DENTIST, A LAWYER OR A DOCTOR, OR A PERSON THAT OWNS HIS OWN BUSINESS.

REFERENCES NOT ACCEPTED

REFERENCES THAT ARE NOT ACCEPTED, ARE RELATIVES, MEMBERS OF YOUR OWN FAMILY AND FRIENDS YOUR OWN AGE WHO HAVE WORKED VERY LITTLE. IT IS FELT THAT SOME FRIENDS YOUR OWN AGE, IF YOUNG, HAVE NOT, FOR THE MOST PART, ESTABLISHED THEMSELVES IN THE WORLD OF WORK. AND RELATIVES AND MEMBERS OF YOUR FAMILY MIGHT GIVE A SLANTED OPINION. WHEN GIVING A REFERENCE ON THE APPLICATION FORM YOU SHOULD GIVE HIS FULL NAME, HIS FULL ADDRESS, HIS PHONE NUMBER, HIS OCCUPATION AND HIS POSITION.

10. "MARITAL STATUS"

BE CAREFUL TO ANSWER THIS CORRECTLY. IT CAN BE ANSWERED WITH ONE OF FIVE ANSWERS - "SINGLE," "MARRIED," "SEPARATED," "DIVORCED," OR "WIDOWED." IF YOU HAVE BEEN MARRIED AND YOUR WIFE HAS DIED YOU ARE A "WIDOWER." IF YOU HAVE BEEN MARRIED BUT NOT LIVING TOGETHER THEN YOU ARE CONSIDERED "SEPARATED". IF YOU ARE A BACHELOR, YOU ARE STILL "SINGLE" AND "SINGLE" WOULD BE APPROPRIATE ANSWER. AN APPLICATION FORM MIGHT ALSO ASK YOU IF YOU ARE MARRIED, ENGAGED OR DATE OF MARRIAGE AND/OR DIVORCE.

11. SPELLING IS ALSO VERY IMPORTANT ON THE APPLICATION FORM.

WOULD YOU AS AN EMPLOYER BE ENTHUSIASTICALLY READY TO HIRE SOMEONE IF THEY HAVE APPLIED FOR A SPECIFIC JOB SUCH AS A MECHANIC, TYPIST, ELECTRONIC TECHNICIAN, MACHINIST OR SERVICE STATION WORKER AND THE NAME WAS SPELLED WRONG? BE CAREFUL OF YOUR SPELLING. LEARN TO SPELL THE WORDS USED IN YOUR FIELD OF WORK.

12. THE APPLICATION FORM CAN USUALLY BE DIVIDED INTO FIVE MAJOR PARTS -

"PERSONAL DATA," "EDUCATION," " PAST WORK EXPERIENCE," "MILITARY," AND "REFERENCES." GET TO KNOW THE INFORMATION, COMPILE IT AND HAVE IT READILY AVAILABLE WHEN NEEDED.

13. SALARY -

MOST APPLICATION FORMS WILL ASK IN SOME FASHION THE SALARY YOU EXPECT TO RECEIVE. IT IS USUALLY BEST TO ANSWER THIS QUESTION WITH THE FOLLOWING ANSWER "OPEN." BY PUTTING A SALARY FIGURE DOWN, YOU LIMIT YOUR CHANCE OF POSSIBLY GAINING A HIGHER SALARY. IT IS ALWAYS BEST TO TALK SALARY FACE TO FACE WITH YOUR PROSPECTIVE EMPLOYER.

14. BECOME FAMILIAR WITH VARIOUS KINDS OF APPLICATION FORMS.

THE RIGHT KIND OF PRACTICE MAKES THE DIFFERENCE. PRETEND FOR EACH FORM YOU COMPLETE THAT YOU ARE APPLYING FOR A JOB. TRY TO MAKE A GOOD IMPRESSION BY YOUR NEATNESS AND ACCURACY AND LEGIBLE PENMANSHIP.

COMPLETING JOB APPLICATIONS FORMS

ALMOST ALL COMPANIES HAVE APPLICATION FORMS THAT MUST BE COMPLETED BEFORE AN OFFER OF EMPLOYMENT IS GIVEN TO A PERSON.....HERE ARE SOME SUGGESTIONS FOR COMPLETING APPLICATION FORMS:

1. READ THE DIRECTIONS AND EACH ITEM CAREFULLY SO THAT YOU CAN GIVE THE EXACT INFORMATION WANTED.
2. BE SURE TO COMPLETE EVERY ITEM. THE COMPANY CONSIDERS EACH ITEM IMPORTANT OR IT WOULD NOT BE ON THE APPLICATION. IF, FOR SOME REASON, AN ITEM DOES NOT APPLY TO YOU, PLACE "NA" (NOT APPLICABLE) IN IT AND TELL WHY IT DOES NOT APPLY.
3. BE PREPARED TO GIVE YOUR SOCIAL SECURITY NUMBER AND IF YOU ARE A MALE, YOUR SELECTIVE SERVICE NUMBER.
4. BE ABLE TO LIST THE SCHOOLS YOU HAVE ATTENDED (STARTING WITH ELEMENTARY) AND THE DATES OF ATTENDANCE.
5. BE PREPARED TO TRACE YOUR EMPLOYMENT RECORD, INCLUDING BEGINNING AND ENDING DATES, NAMES OF EMPLOYERS, LOCATION, POSITIONS HELD, AND SALARY.
6. BE PREPARED TO LIST AT LEAST THREE PEOPLE (BESIDES EMPLOYERS) WHO WILL GIVE CHARACTER REFERENCES; KNOW THEIR ADDRESSES AND TELEPHONE NUMBERS.
7. COMPLETE THE FORM AS NEATLY AS POSSIBLE.

THE APPLICATION FORM IS USED BY EMPLOYERS AND PERSONNEL OFFICERS TO OBTAIN INFORMATION ABOUT YOU. THIS INFORMATION IS THEN USED TO JUDGE WHETHER THEY WANT TO INTERVIEW YOU OR TO CONSIDER YOU AS A POSSIBLE EMPLOYEE.

Complete the attached application for employment.

AS-16-8

McDONALD'S

APPLICATION FOR EMPLOYMENT

McDonald's

PERSONAL INFORMATION

DATE

SOCIAL SECURITY NUMBER

NAME ______ LAST ______ FIRST ______ MIDDLE ______ AGE ______

PRESENT ADDRESS ______ NO & STREET ______ CITY ______ STATE ______ HOW LONG THERE? ______

PREVIOUS ADDRESS ______ NO & STREET ______ CITY ______ STATE ______ HOW LONG THERE? ______

PHONE NO. ______ OWN HOME ______ RENT ______ BOARD ______ DATE OF BIRTH ______ HEIGHT ______

WEIGHT ______ MARRIED ______ SINGLE ______ WIDOWED ______ DIVORCED ______ SEPARATED ______ CITIZEN OF U. S. A.? ______

NO OF CHILDREN ______ DEPENDENTS OTHER THAN WIFE OR CHILDREN ______ REFERRED BY ______

EDUCATION

NAME AND ADDRESS OF LAST SCHOOL ATTENDED ______ DATES ______

CIRCLE LAST YEAR COMPLETED — GRADE 5 6 7 8 HIGH SCHOOL 1 2 3 4 OTHER 1 2 3 4

SPECIAL TRAINING AND SKILLS ______

MILITARY

BRANCH ______ FROM ______ TO ______ RANK ______ TYPE DISCHARGE ______ DRAFT CLASS ______

FORMER EMPLOYERS

LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

EVER DISCHARGED FROM A JOB? ______ MAY WE CALL PRESENT EMPLOYER? ______ EVER BONDED? ______

EVER REFUSED BOND? ______ EVER APPLY OR WORK AT McDONALD'S BEFORE? ______ WHERE? ______ WHEN? ______

EVER ARRESTED? ______ IF SO, PLEASE EXPLAIN ______

DO YOU HAVE ANY OVERDUE BILLS? ______ IF SO, PLEASE EXPLAIN ______

PHYSICAL RECORD

HAVE YOU ANY DEFECTS IN HEARING? ______ IN VISION? ______ IN SPEECH? ______

ANY OTHER PHYSICAL DEFECTS? ______

WERE YOU EVER INJURED? ______ GIVE DETAILS ______

IN CASE OF EMERGENCY NOTIFY ______ NAME ______ PHONE NO. ______

AS-16-9 /

APPLICATION FOR EMPLOYMENT

RSONAL INFORMATION

DATE ______ SOCIAL SECURITY NUMBER ______

NAME ______ LAST ______ FIRST ______ MIDDLE ______ AGE ______ SEX ______

PRESENT ADDRESS ______ STREET ______ CITY ______ STATE ______ ZIP ______

PERMANENT ADDRESS ______ STREET ______ CITY ______ STATE ______ ZIP ______

PHONE NO. ______ OWN HOME ______ RENT ______ BOARD ______

DATE OF BIRTH ______ HEIGHT ______ WEIGHT ______ COLOR OF HAIR ______ COLOR OF EYES ______

MARRIED ______ SINGLE ______ WIDOWED ______ DIVORCED ______ SEPARATED ______

NUMBER OF CHILDREN ______ DEPENDENTS OTHER THAN WIFE OR CHILDREN ______ CITIZEN OF U. S. A. YES ○ NO ○

HAVE YOU EVER BEEN ARRESTED? YES ☐ NO ☐ IF YES EXPLAIN ______

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT ______ REFERRED BY ______

EMPLOYMENT DESIRED

POSITION ______ DATE YOU CAN START ______ SALARY DESIRED ______

'E YOU EMPLOYED NOW? ______ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER ______

EVER APPLIED TO THIS COMPANY BEFORE? ______ WHERE ______ WHEN ______

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH AND DEVELOPMENT WORK ______

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? ______ READ ______ WRITE ______

S. MILITARY OR AVAL SERVICE ______ RANK ______ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES ______

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) ______

EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

LAST

FIRST

MIDDLE

AS-16-9 (CON'T)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				9
FROM				
TO				

REFERENCES; GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS OR OCCUPATION	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER [illegible] 22

AS-16-9 (CON'T)

EFERENCES GIVE BELOW THE NAMES OF THREE PERSONS, EXCLUDING RELATIVES AND FORMER EMPLOYERS, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED

PPLICANT'S AVAILABILITY

PART TIME ☐

FULL TIME ☐

	MON	TUES	WED	THURS	FRI	SAT	SUN	HOURS ON OTHER JOB (IF APPLICABLE)
DAY								
NITE								

A CONDITION OF MY APPLICATION AND OR EMPLOYMENT, I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDER-
AND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS JUST CAUSE FOR DISMISSAL. IF HIRED, I AGREE TO FOLLOW THE RULES AND
ULATIONS OF HEALTH AND LEGAL AUTHORITIES AND SUCH RULES AND REGULATIONS THAT McDONALD'S SYSTEM, INC., OR ANY OF ITS LICENSEES MAY
OM TIME TO TIME PRESCRIBE, INCLUDING, IF NOT PROHIBITED BY LAW, LIE DETECTOR TESTS. MY REFUSAL TO COOPERATE WILL BE JUST CAUSE FOR DISMISSAL.

ATE ______________ SIGNATURE ______________

DO NOT WRITE BELOW THIS LINE

MPLOYEE RECORD

W HIRE ☐ REHIRE ☐ WILL REPORT ______________ HIRED BY ______________
(SIGNATURE—POSITION)

REHIRE, GIVE DATE OF LAST TERMINATION ______________

EMARKS

RATE CHANGES

DATE	NEW RATE
	$

RMINATION

ATE ______________ QUIT ☐ REASON: MIL TRANSFER ☐ FAMILY RELOCATION ☐ DISSAT. ☐ RETURN SCHOOL ☐ OTHER ☐

PERFORMANCE SUMMARY

	EXC.	GOOD	FAIR	POOR
TTENDANCE				
OMPATABILITY				
UALITY OF WORK				
ONESTY				
NITIATIVE				
PPEARANCE				

ADEQUATE NOTICE GIVEN? YES ☐ NO ☐

DISCHARGED ☐ ELIGIBLE FOR REHIRE? YES ☐ NO ☐

LEAVE OF ABSENCE ☐ LAYOFF ☐ (CONSIDER REHIRE ON RETURN FROM LEAVE OR LAYOFF)

EMARKS (EXPLAIN TERMINATION FULLY) ______________

(SIGNATURE—POSITION)

STUDY GUIDE FOR LESSON #17

COURSE TITLE: PRE-VOCATIONAL CURRICULUM

UNIT: INTERVIEWING FOR A JOB

LESSON OBJECTIVES: THE STUDENT WILL BE ABLE TO DO:

1. EXPLAIN THE MAIN PURPOSE OF AN INTERVIEW.
2. LIST THREE (3) ITEMS NEEDED TO PREPARE FOR AN INTERVIEW.
3. LIST FIVE (5) ITEMS EMPLOYERS LOOK FOR DURING AN INTERVIEW.

INFORMATION ASSIGNMENT:

READ INFORMATION SHEETS:

IS-17-1 "HOW TO DO IT" INTERVIEW

IS-17-2 PURPOSE OF JOB INTERVIEW

IS-17-3 "HOW NOT TO DO IT" INTERVIEW

IS-17-4 BE PREPARED

IS-17-5 "WHAT EMPLOYERS LOOK FOR DURING INTERVIEWS"

ANSWER QUESTIONS FOUND ON ASSIGNMENT SHEETS:

AS-17-1 QUESTIONS ON A PROSPECTIVE INTERVIEW

AS-17-2 PURPOSES OF A JOB INTERVIEW

AS-17-3 DO'S AND DON'TS FOR A JOB INTERVIEW

AS-17-4 BE PREPARED

AS-17-5 WHY PEOPLE ARE OR AREN'T HIRED

AS-17-6 EVALUATION OF ROLE-PLAYING INTERVIEW

AS-17-7 INTERVIEWING APPLICANTS

AS-17-8 PREPARING FOR AN INTERVIEW

SUPPLEMENTARY LEARNING ITEMS:

1. FILMS, "GETTING A JOB IS A JOB", "APPLYING FOR A JOB", AND "YOUR JOB: FITTING IN".

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. STUDENTS WILL WORK IN COMBINATION WITH SEVERAL OTHER STUDENTS AND SET UP A MOCK INTERVIEW.

LESSON REVIEW:

1. THE MAIN PURPOSE OF AN INTERVIEW IS TO GIVE THE EMPLOYER INFORMATION ABOUT WHO?

   A.

2. WHAT SHOULD YOU DO TO BE PREPARED BEFORE YOU GO TO AN INTERVIEW?

   A.
   B.
   C.
   D.

3. THE PURPOSE OF AN INTERVIEW IS TO GIVE THE INTERVIEWER THE CHANCE TO LEARN SOMETHING ABOUT:

   A.
   B.
   C.
   D.

"QUESTIONS ON A PROSPECTIVE INTERVIEW"

PART A

QUESTIONS YOU MAY WANT TO ASK YOUR PROSPECTIVE EMPLOYER:

PART B

QUESTIONS YOUR PROSPECTIVE EMPLOYER MAY WANT TO ASK YOU:

IS-17-1

"HOW TO DO IT" INTERVIEW

JOHN THOMAS: "GOOD MORNING."

MR. DAVIS: "GOOD MORNING."

JOHN: "YOU'RE MR. DAVIS?"

DAVIS: "YES."

JOHN: "MY NAME IS JOHN THOMAS, AND I WOULD LIKE TO TALK WITH YOU ABOUT THE CIRCUIT OUTLAY POSITION."

DAVIS: "FINE, HAVE A SEAT, PLEASE."

JOHN: "THANK YOU. THE SECRETARY IN YOUR OUTER OFFICE ASKED ME TO HAND YOU THESE PAPERS."

DAVIS: "THANK YOU." (GOING THROUGH THE PAPERS.) "IT'S BEGINNING TO WARM UP OUT THERE, ISN'T IT?"

JOHN: "YES, IT IS. THE MORNING FORECAST SAID IT WOULD BE IN THE LOW 90'S BY NOON."

DAVIS: "WELL, THAT'S THE WAY IT IS HERE, SNOW AND COLD AND THEN IT'S SUMMER.

JOHN: "YES, SIR. I'VE LIVED HERE SINCE 1967."

DAVIS: "DID YOU DRIVE IN THIS MORNING?"

JOHN: "YES, I DROVE IN SHORTLY AFTER THE RUSH HOUR."

DAVIS: "DID YOU USE THE LINCOLN DRIVE?"

JOHN: "WELL, PARTWAY. I JOINED THE LINCOLN DRIVE AT CURVE EXCHANGE. THERE WERE A COUPLE OF ACCIDENTS. THE TRAFFIC MOVED RATHER SLOWLY."

DAVIS: "THAT'S QUITE AN EXPRESSWAY. IF IT GETS MORE COMPLICATED, I'LL NEED A RADAR FIX TO FIND MY WAY HOME. I LIVE IN DOVER."

JOHN: "YES, THAT IS SOME FREEWAY."

DAVIS: "ARE OUR BLUE DEVILS GOING TO WIN THE CHAMPIONSHIP THIS SUMMER?"

JOHN: "I SURE HOPE SO, THAT D. J. RICHARDS IS SOME BALLPLAYER."

DAVIS: "LET'S SEE NOW. WHAT IS IT YOU'RE INTERESTED IN?"

JOHN: "I'M INTERESTED IN THE CIRCUIT OUTLAY PRESSBOARD OPERATOR'S JOB THAT YOUR FIRM LISTED WITH THE EMPLOYMENT OFFICE. ARE THE PRESSBOARD MACHINES OPERATED WITH AN OVERHEAD DRILL PRESS?"

DAVIS: "YES, WE USE MASON PRESSES."

JOHN: "EXACTLY WHAT STAGES OF THE CIRCUIT OUTLAY SYSTEM IS THE OPERATOR RESPONSIBLE TO COMPLETE?"

DAVIS: "WELL, I'M NOT REALLY IN A POSITION TO OUTLINE TECHNICAL PROCEDURES. LET ME CALL THE SHOP FOREMAN AND HAVE HIM TALK WITH YOU." (TELEPHONE CONVERSATION.) "JOHN, THE SHOP FOREMAN WILL BE UP IN ABOUT TWENTY MINUTES TO TALK WITH YOU."

JOHN: "FINE."

DAVIS: "ARE THERE OTHER QUESTIONS THAT YOU HAVE AT THIS TIME?"

JOHN: "YES, IS THE OPERATOR REQUIRED TO MAKE HIS OWN CHANGEOVER ADJUSTMENTS?"

DAVIS: "HERE AGAIN, I WOULD PREFER THIS QUESTION BE ANSWERED BY OUR SHOP FOREMAN."

JOHN: "OK."

DAVIS: "WOULD YOU DESCRIBE YOUR EDUCATIONAL BACKGROUND?"

JOHN: "I GRADUATED FROM EAST HIGH SCHOOL IN 1962. I ATTENDED EVENING SCHOOL AT MORRIS TECHNICAL TRAINING SCHOOL FOR ONE YEAR STUDYING ELECTRONICS, AND I COMPLETED A 52 WEEK COURSE IN CIRCUIT OUTLAY WHILE IN THE NAVY."

DAVIS: "WHAT WORK EXPERIENCE HAVE YOU HAD?"

JOHN: "WHILE ATTENDING MORRIS, I WORKED AT THE EAST END ELECTRONIC SHOP. I CLEANED UP THE SHOP, KEPT THE PARTS IN STOCK AND RAN FOR PARTS. I HAVE A YEAR'S EXPERIENCE IN THE CIRCUIT OUTLAY."

DAVIS: "WHAT ARE YOUR IDEAS ON SALARY?"

JOHN: "I'M WILLING TO START AT THE BEGINNING SCALE. WHAT IS THE BEGINNING SCALE FOR THIS JOB?"

DAVIS: "THE STARTING WAGE IS $3.12 AN HOUR."

JOHN: IS THIS FOR DAY WORK?"

DAVIS: "YES."

JOHN: "WILL THERE BE A CHANCE TO WORK OVERTIME?"

DAVIS: "YES, THERE MAY BE SOME OVERTIME WORK. OVERTIME PAYS TIME AND A HALF AND NIGHT SHIFT PAYS $3.50." (PAUSE) "HOW SOON CAN YOU COME TO WORK?"

JOHN: "I'M READY TO GO TO WORK TODAY."

DAVIS: "MR. BURNSIDE, OUR SHOP FOREMAN, IS HERE TO SEE YOU NOW. AFTER YOU TALK WITH HIM, WOULD YOU COME IN AND WE'LL FILL OUT OTHER PAPERS."

JOHN: "FINE, THANK YOU MR. DAVIS."

PURPOSES OF A JOB INTERVIEW

THE PURPOSE OF AN INTERVIEW IS TO GIVE THE INTERVIEWER AN OPPORTUNITY TO LEARN SOMETHING ABOUT YOU.

AFTER READING INFORMATION SHEET IS-17-1, LIST THE FOUR THINGS THAT AN INTERVIEWER WOULD WANT TO FIND OUT ABOUT YOU.

1. ______________________________

____

______________________________.

2. ______________________________

____

______________________________.

3. ______________________________

____

______________________________.

4. ______________________________

____

______________________________.

NOTE: ONCE YOU HAVE LISTED THE FOUR THINGS AN INTERVIEWER IS LOOKING FOR IN AN INTERVIEW, READ PURPOSE OF A JOB INTERVIEW (IS-17-2), TO CHECK YOUR ANSWERS.

PURPOSE OF JOB INTERVIEW

EVERY SUCCESSFUL JOB SEARCH REACHES ITS CLIMAX IN ONE TYPE OF ACTION - AN INTERVIEW WITH THE PROSPECTIVE EMPLOYER, OR A PERSONNEL DIRECTOR. IT IS TO MAKE BOTH THE EMPLOYEE AND THE EMPLOYER SEE THE REASONS WHY IT WILL BE TO THEIR MUTUAL ADVANTAGE TO WORK TOGETHER.

THE PURPOSE OF ANY INTERVIEW IS TO GIVE THE INTERVIEWER AN OPPORTUNITY TO LEARN SOMETHING ABOUT:

1. YOUR PERSONALITY.

YOUR PERSONALITY IS MADE UP OF TRAITS WHICH SET YOU APART AS AN INDIVIDUAL. WE ALL HAVE GOOD AND BAD TRAITS, BUT JUST AS NO TWO PEOPLE HAVE EXACTLY SIMILAR THUMBPRINTS, NO TWO PEOPLE POSSESS THE SAME PERSONALITY PATTERN. HOWEVER PERSONALITY TRAITS, UNLIKE THUMBPRINTS, ARE WITHIN YOUR OWN CONTROL AND UNDESIRABLE TRAITS CAN USUALLY BE CORRECTED AT WILL.

PERSONALITY CAN BE DIVIDED INTO FOUR AREA. EACH AREA PLAYS AN IMPORTANT ROLE IN DETERMINING YOUR PERSONALITY AND CAN MAKE THE DIFFERENCE BETWEEN A GOOD AND A BAD JOB INTERVIEW.

A. HOW YOU LOOK.

COMPANIES WILL RATE YOU ON YOUR PERSONAL APPEARANCE. WHAT IS IMPORTANT IS THE RIGHT SELECTION OF CLOTHES THAT FITS YOUR PERSONALITY, THE SEASON, THE KIND OF JOB APPLYING FOR, AND THE WAY YOU WEAR YOUR CLOTHES. NOT ONLY THE KIND OF CLOTHES YOU WEAR IS IMPORTANT, BUT ALSO YOUR GROOMING AND STATE OF HEALTH ARE ESSENTIAL FOR A GOOD APPEARANCE. THESE ARE USUALLY WITHIN THE REACH OF EVERYONE.

B. HOW YOU FEEL.

HOW YOU FEEL IS REFLECTED BY THE WAY YOU ACT, HOW AND WHAT YOU SAY, AND THE EXPRESSION ON YOUR FACE.

C. WHAT YOU SAY.

BE INTERESTED, EAGER AND PAY ATTENTION TO WHAT IS BEING SAID. A GOOD LISTENER IS ALWAYS WELCOME. THINK BEFORE YOU SPEAK AND HAVE SOMETHING TO SAY BEFORE YOU SAY IT. YOUR VOICE PLAYS AN IMPORTANT ROLE IN WHAT YOU SAY AND HOW YOU SAY IT. EMPLOYERS LIKE TO HEAR A GOOD TONE VOICE. PRACTICE VOICE CONTROL, GOOD DICTION AND USE CORRECT GRAMMAR.

D. WHAT YOU DO.

YOUR CONDUCT SHOWS WHAT KIND OF PERSON YOU ARE. YOUR MANNER, BEHAVIOR AND WHAT YOU DO REFLECTS YOUR PERSONALITY AS MUCH AS HOW YOU LOOK, FEEL AND TALK. WHAT YOU DO, YOUR BEHAVIOR IS DISPLAYED IN MANY PLACES WHETHER IT BE IN SPORTS, DRIVING AN AUTOMOBILE, OR WALKING DOWN THE STREET. ALL OF US SHOULD HAVE POISE, THE SURFACE TRAITS NOTICES BY PEOPLE. POISE ALSO MEANS EASE IN MEETING PEOPLE.

BE CONFIDENT, LOOK ALERT, PRACTICE GOOD POSTURE AND CONTROL YOUR EMOTIONS. ALL OF THESE WILL HELP YOUR PERSONALITY RATING AS AN EMPLOYEE.

2. YOUR EDUCATION AND TRAINING.
3. YOUR WORK EXPERIENCE.
4. REFERENCES YOU CAN GIVE.

"HOW NOT TO DO IT" INTERVIEW

JOHN SMITH: "YOU THE GUY THEY TOLD ME TO SEE ABOUT A JOB HERE?"

MR. DAVIS: "I DON'T KNOW IF I'M THE PERSON YOU ARE SUPPOSED TO SEE OR NOT, BUT MY NAME IS JOHN DAVIS. MAY I HELP YOU?"

JOHN: "YEAH, HERE ARE SOME PAPERS THEY TOLD ME TO GIVE YOU."

DAVIS: (GOING THROUGH THE PAPERS.) "IT'S BEGINNING TO GET WARM OUT THERE, ISN'T IT?"

JOHN: "YEAH."

DAVIS: "I SEE YOU'RE FROM WEST-TOWN."

JOHN: (NO RESPONSE.)

DAVIS: "DID YOU DRIVE IN THIS MORNING?"

JOHN: "HUH? YEAH."

DAVIS: "DID YOU USE THE LINCOLN DRIVE?"

JOHN: "HUH?"

DAVIS: "I SAID, DID YOU DRIVE IN ON THE SOUTH EXPRESSWAY?"

JOHN: "OH, YEAH."

DAVIS: "THAT'S QUITE AN EXPRESSWAY. IF IT GETS MORE COMPLICATED, I'LL NEED A RADAR FIX TO FIND MY WAY HOME. I LIVE IN DOVER."

JOHN: (NO RESPONSE.)

DAVIS: "ARE OUR BLUE DEVILS GOING TO WIN THE CHAMPOINSHIP THIS SUMMER?"

JOHN" "I DON'T KNOW."

DAVIS: "LET'S SEE, YOUR NAME IS JOHN SMITH? WELL, JOHN, JUST WHAT KIND OF JOB ARE YOU INTERESTED IN?"

JOHN: "WELL, I DON'T KNOW, AH, AH, SOMETHING HERE IN THE PLANT. WHAT DO YOU HAVE?"

DAVIS: "AS YOU KNOW OUR COMPANY IS LARGE AND OPERATES IN A WIDE RANGE OF FIELDS. I ASSUME YOU ARE FAMILIAR TO SOME DEGREE WITH OUR COMPANY? IN WHAT AREA DO YOU HAVE SPECIFIC TRAINING?"

JOHN: "AH, WELL, I DON'T KNOW EXACTLY, BUT I'VE DONE SEVERAL THINGS. AH, I JUST WANT A JOB, JUST SOMETHING I CAN MAKE PRETTY GOOD MONEY AT OR SOMETHING TO SET STARTED ON. I'LL TAKE ANY JOB. I'M WILLING TO, YOU KNOW, TRY ANYTHING AS LONG AS I CAN DO IT. THEY TOLD ME YOU WERE HIRING AND I THOUGHT I'D SEE WHAT YOU HAD - THOUGHT MAYBE I COULD GET A JOB."

DAVIS: "YES, WELL, I NEED TO KNOW SOMETHING ABOUT YOUR EXPERIENCE AND INTEREST."

JOHN: "YOU HIRED A FRIEND OF MINE, AND HE LIVES OUT THERE WITH ME, AND WE WENT TO SCHOOL TOGETHER?

DAVIS: "CAN YOU TELL ME WHAT WORK EXPERIENCE YOU'VE HAD?"

JOHN: "I WAS IN THE NAVY, THE UNITED STATES NAVY, AND THEY TOLD ME WHAT I DID WOULD GET ME A JOB WHEN I GOT OUT, BUT BEFORE, I WORKED AT A STEEL PLANT. THAT WAS ONE SUMMER, AND I QUIT THAT OR THEY CUT BACK AND LAID SOME OF US OFF, IT WAS SUMMER WORK ANYWAY, JUST FOR THE SUMMER. AND, AH, AFTER THAT, I WENT TO THE NAVY - AH, NO, BEFORE THAT OR BEFORE I WENT IN, I GOT A PART-TIME JOB AT ONE OF THE STORES IN, AH, OH, OUT IN THAT PLACE NEAR THE AIRPORT."

DAVIS: "COUNTRY TOWN?"

JOHN: "YEAH, NO, IT WAS OUT THERE, AH, AH."

DAVIS: "LAMBERT?"

JOHN: "YEAH, I THINK SO. I FORGET WHAT THE NAME OF THE PLACE WAS. IT WAS RIGHT NEXT TO THAT NEW STORE OUT THERE."

DAVIS: "I SEE, WOULD YOU DESCRIBE YOUR EDUCATIONAL BACKGROUND?"

JOHN: "I TOOK A COURSE IN THE NAVY WHEN I WAS IN FLORIDA, AND I PUT - AH, YOU KNOW - THESE THINGS ON A BOARD IN A CERTAIN ORDER, IT WAS ONE OF THESE, AH, WIRING COURSES."

DAVIS: "ELECTRONICS?"

JOHN: "NO."

DAVIS: "HIGH SCHOOL?"

JOHN: "NO."

DAVIS: "YOU HAVEN'T ANY?"

JOHN: "NO."

DAVIS: "NOT ANY?"

JOHN: "NO."

DAVIS: "ELEMENTARY SCHOOL?"

JOHN: "YEAH."

DAVIS: "HOW MUCH?"

JOHN: "YOU MEAN YEARS?"

DAVIS: "YES."

JOHN: "AH, EIGHT, YEAH, EIGHT YEARS."

DAVIS: "DID YOU GRADUATE?"
D
JOHN: "FROM ELEMENTARY SCHOOL?"

DAVIS: "YES."

JOHN: "YEAH." (PAUSE) "AH, WHAT DOES THIS JOB PAY?"

DAVIS: "THE SALARY VARIES DEPENDING ON EXPERIENCE, EDUCATION AND TRAINING. WELL, WHY DON'T I KEEP YOUR APPLICATION HERE AND IF ANYTHING COMES UP, WE'LL CALL YOU."

JOHN: "AH, YEAH, OK."

DO'S AND DON'TS FOR A JOB INTERVIEW

AFTER READING INFORMATION SHEET IS-17-1 AND IS-17-3, COMPLETE TH BLANKS BY EITHER ADDING A DO OR A DON'T BEFORE THE SENTENCE.

1. ______SMILE OR AT LEAST LOOK PLEASANT.
2. ______SHOW YOUR EAGERNESS BY YOUR WALK.
3. ______TAKE ANYONE WITH YOU.
4. ______SIT UNTIL YOU HAVE BEEN INVITED TO DO SO.
5. ______EMPHASIZE YOUR NEED FOR A JOB.
6. ______CALL YOURSELF "MR." OR "MISS."
7. ______BE OVERLY FRIENDLY.
8. ______SELL QUALIFICATIONS RATHER THAN NEED FOR JOB.
9. ______LOOK AT THE INTERVIEWER WHILE HE QUESTIONS YOU.
10. ______STRESS YOUR INTEREST IN YOUR WORK.
11. ______CRITIZE FORMER EMPLOYERS OR WORKERS.
12. ______ANSWER QUESTIONS DIRECTLY AND TRUTHFULLY.
13. ______ASK ABOUT SALARY, WORKING HOURS, OR VACATION POLICIES IMMEDIATELY.
14. ______DRESS APPROPRIATELY FOR THE JOB INTERVIEW.
15. ______THANK HIM WHEN THE INTERVIEW IS OVER.

BE PREPARED

IT TAKES A LITTLE TIME AND EFFORT TO PREPARE FULLY FOR A JOB INTERVIEW. GOING INTO AN INTERVIEW UNPREPARED MAY CAUSE YOU TO LOSE THAT JOB.

WHAT DO YOU NEED TO BE FULLY PREPARED FOR THAT JOB INTERVIEW? FOLLOWING BELOW ARE EIGHT MAJOR AREAS YOU WILL HAVE TO KNOW, TO DO, AND TO CONSIDER IN PREPARING FOR THE INTERVIEW TO BE READY TO IMPRESS THAT EMPLOYER.

1. LEARN ALL YOU CAN ABOUT THE COMPANY.
    - A. DIFFERENT PRODUCTS OR SERVICES OFFERED
    - B. KINDS OF JOBS AVAILABLE
    - C. HIRING POLICIES AND PRACTICES
    - D. IS IT A STABLE COMPANY
    - E. SALARY SCALE FOR THE JOB YOU ARE SEEKING
    - F. ATTEMPT TO FIND OUT INTERVIEWER'S OR PERSONNEL MANAGER'S NAME
2. GATHER TOGETHER, ASSEMBLE AND HAVE ALL NECESSARY PAPERS ARRANGED.
    - A. PERSONAL DATA SHEET
    - B. WORK RECORDS
    - C. SCHOOL RECORDS
    - D. REFERENCES (WHO KNOWS YOUR WORK AND CHARACTER)
    - E. SOCIAL SECURITY CARD
    - F. SPECIAL TRAINING CERTIFICATES
    - G. OTHER NECESSARY PAPERS
3. KNOW WHAT YOU HAVE TO OFFER.
    - A. TRAINING YOU HAVE HAD
    - B. WHAT YOU HAVE DONE (CASUAL, ETC.)
    - C. WHAT YOU CAN DO
    - D. WHAT KIND OF JOB YOU WANT
4. KNOW WHY YOU WANT TO WORK FOR THE FIRM.
    - A. BE ABLE TO STRESS YOUR EDUCATION, TRAINING, EXPERIENCE, INTEREST IN THE FIELD AND THAT IT OFFERS OPPORTUNITIES FOR A PERSON LIKE YOU.
5. GET A GOOD NIGHT'S REST.
6. DRESS APPROPRIATELY FOR THE JOB AND BE WELL GROOMED.
7. THINK POSITIVE.

8. ADDITIONAL POINTS TO REMEMBER.

   A. BE CERTAIN THAT YOU TAKE YOUR PEN AND THAT IT WRITES. ANY COLOR OTHER THAN BLUE OR BLACK IS NOT RECOMMENDED.

   B. TAKE NO CHANCE ON BEING LATE OR RUSHED. GET READY FOR YOU INTERVIEW EARLY.

   C. PREPARE TO GO ALONE. THE EMPLOYER IS INTERESTED IN YOU AND NOT YOUR FATHER, MOTHER, SISTER, BROTHER, COUSIN, OR FRIEND. STAND ON YOUR OWN TWO FEET. YOUR COMPANION WILL NOT BE ABLE TO HELP YOU ON THE JOB.

   D. REMEMBER, THE EMPLOYER CAN BENEFIT FROM THE KIND OF SERVICE YOU CAN OFFER. BE SURE, CONFIDENT, BUT NOT COCKY.

AS-17-4

"BE PREPARED"

IT TAKES A LITTLE TIME AND EFFORT TO PREPARE FULLY FOR A JOB INTERVIEW. BELOW ARE SOME MAJOR AREAS YOU WILL HAVE TO KNOW, TO DO, AND TO CONSIDER IN PREPARING FOR THE INTERVIEW.

WRITE THE HEADING ABOVE EACH GROUP THAT YOU FEEL BEST DESCRIBES THE THINGS LISTED IN THAT GROUP.

1. ____________________
   - A. WORK RECORDS
   - B. PERSONAL DATA SHEET
   - C. SCHOOL RECORDS
   - D. REFERENCES
2. ____________________
   - A. KINDS OF JOBS AVAILABLE
   - B. FIND OUT INTERVIEWER'S OR PERSONNEL MANAGER'S NAME
   - C. HIRING POLICIES AND PRACTICES
   - D. DIFFERENT PRODUCTS OR SERVICES OFFERED
3. ____________________
   - A. WHAT YOU CAN DO
   - B. TRAINING YOU HAVE HAD
   - C. WHAT YOU HAVE DONE
   - D. WHAT KIND OF JOB YOU WANT
4. ____________________
   - A. STRESS INTEREST IN YOUR WORK
   - B. SELL QUALIFICATIONS RATHER THAN NEED FOR A JOB (STRESS YOUR EDUCATION, TRAINING, EXPERIENCE)
   - C. STRESS THAT THE FIRM OFFERS OPPORTUNITIES FOR A PERSON LIKE YOU
5. ____________________
   - A. ACT ALERT, ATTENTIVE
   - B. STAND UP AND SIT UP STRAIGHT
6. ____________________
   - A. BE WELL-GROOMED
   - B. DRESS APPROPRIATELY FOR THE INTERVIEW
7. ____________________
   - A. DISPLAY CONFIDENCE AND SURENESS
   - B. BE YOURSELF
   - C. BE AS POISED AS POSSIBLE

MAJOR AREAS TO BE CONCERNED WITH:

THINK POSITIVE
DRESS APPROPRIATELY FOR THE JOB AND BE WELL-GROOMED
KNOW WHAT YOU HAVE TO OFFER
GATHER TOGETHER, ASSEMBLE AND HAVE ALL NECESSARY PAPERS ARRANGED
LEARN ALL YOU CAN ABOUT THE COMPANY
GET A GOOD NIGHT'S REST
KNOW WHY YOU WANT TO WORK FOR THE FIRM

WHAT EMPLOYERS LOOK FOR DURING INTERVIEW

1. PERSONAL INTERESTS AND ACTIVITIES.

    A. HOBBIES.
    B. RECREATIONAL AND CULTURAL INTERESTS.
    C. PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES.
    D. INTEREST OR ACTIVE PARTICIPATION IN COMMUNITY AFFAIRS.
    E. AWARENESS OF PRESENT DAY (NEWS) HAPPENINGS.

2. PERSONAL SELF-EXPRESSION.

    A. ABLE TO THINK AND SPEAK CLEARLY.
    B. EXPRESSION OF CONFIDENCE IN SPEECH.
    C. A GOOD SPEAKING VOICE USING GOOD GRAMMER AND GOOD DICTION.
    D. ASK INTELLIGENT QUESTIONS ABOUT THE PROSPECTIVE COMPANY AND PROSPECTIVE JOB.
    E. RESPONDS WITH INTEREST TO QUESTIONS ASKED.
    F. SENSE OF MATURE CAREER PLANNING - KNOWLEDGE OF GOALS, PLANS, AMBITIONS, ETC.
    G. SENSE OF PREPARATION - KNOWING WHAT YOU WANT TO SAY AND HAVE SOME KNOWLEDGE ABOUT THE COMPANY.

3. MANNERS, PERSONALITY AND CHARACTER TRAITS.

    A. MATURE.
    B. FRIENDLY.
    C. ABILITY TO LAUGH (SENSE OF HUMOR).
    D. SINCERE.
    E. COURTEOUS, UNDERSTANDING AND TACTFUL.
    F. DISPLAY INITIATIVE, INTEREST, ENTHUSIASM AND CONFIDENCE.
    G. TOLERANT.
    H. POISE IN HANDLING YOURSELF.
    I. BEING FRANK AND HONEST.
    J. SELF-CONFIDENT AND AT EASE.
    K. ABILITY TO LISTEN.
    L. CREATIVE.

4. PERSONAL APPEARANCE.

    A. GOOD HEALTH.
    B. CLEAN-CUT.
    C. WELL-GROOMED.
    D. PHYSICALLY ENTHUSIASTIC.
    E. APPROPRIATE CLOTHES.

5. PAST WORK EXPERIENCE.

    A. PROMOTIONS.
    B. SALARY RAISES.
    C. PROGRESS DURING MILITARY SERVICE.
    D. REASON FOR LEAVING.

6. A GOOD AND/OR GREATLY IMPROVED ACHIEVEMENT AND SCHOLASTIC RECORD.

7. INTERESTED IN OPPORTUNITY AND RESPONSIBILITY AND WILLING TO ACCEPT BEGINNING JOB REQUIREMENTS.

8. NECESSARY PAPERS COMPLETELY AND NEATLY FILLED OUT.

WHY PEOPLE AREN"T HIRED

NEGATIVE FACTORS EVALUATED DURING THE EMPLOYMENT INTERVIEW AND WHICH FREQUENTLY LEAD TO REJECTION OF THE APPLICANT, IN ORDER OF FREQUENCY (AS REPORTED BY 153 COMPANIES SURVEYED BY FRANK S. ENDICOTT, DIRECTOR OF PLACEMENT, NORTHWESTERN UNIVERSITY).

1. POOR PERSONAL APPEARANCE.
2. OVERBEARING - OVERAGGRESSIVE - CONCEITED "SUPERIORITY COMPLEX"- "KNOW-IT-ALL".
3. INABILITY TO COMMUNICATE CLEARLY - POOR VOICE, DICTION, GRAMMAR.
4. LACK OF PLANNING FOR A CAREER - NO PURPOSE AND GOALS.
5. LACK OF INTEREST AND ENTHUSIASM - PASSIVE, INDIFFERENT.
6. LACK OF CONFIDENCE AND POISE - NERVOUSNESS - ILL-AT-EASE.
7. FAILURE TO PARTICIPATE IN ACTIVITIES.
8. OVEREMPHASIS ON MONEY - INTEREST ONLY IN BEST DOLLAR OFFER.
9. POOR SCHOLASTIC RECORD - JUST GOT BY.
10. UNWILLING TO START AT THE BOTTOM - EXPECTS TOO MUCH TOO SOON.
11. MAKES EXCUSES - EVASIVENESS - HEDGES ON UNFAVORABLE FACTORS IN RECORD.
12. LACK OF TACT.
13. LACK OF MATURITY.
14. LACK OF COURTESY - ILL MANNERED.
15. CONDEMNATION OF PAST EMPLOYERS.
16. LACK OF SOCIAL UNDERSTANDING.
17. MARKED DISLIKE FOR SCHOOL WORK.
18. LACK OF VITALITY.
19. FAILS TO LOOK INTERVIEWER IN THE EYE.
20. LIMP, FISHY HANDSHAKE.
21. INDECISION.
22. INDEFINITE RESPONSE TO QUESTIONS.
23. UNHAPPY MARRIED LIFE.
24. FRICTION WITH PARENTS.
25. SLOPPY APPLICATION BLANK.
26. MERELY SHOPPING AROUND.
27. WANTS JOB ONLY FOR SHORT TIME.
28. LITTLE SENSE OF HUMOR.
29. LACK OF KNOWLEDGE OF FIELD OF SPECIALIZATION.
30. PARENTS MAKE APPLICANT'S DECISIONS.
31. NO INTEREST IN COMPANY OR IN INDUSTRY.
32. EMPHASIS ON WHOM HE OR SHE KNOWS.
33. UNWILLINGNESS TO GO WHERE SENT.
34. CYNICAL.
35. LOW MORAL STANDARDS.
36. LAZY.

37. INTOLERANT - STRONG PREJUDICES
38. NARROW INTERESTS
39. HIGH-PRESSURE TYPE
40. POOR HANDLING OF PERSONAL FINANCES
41. NO INTEREST IN COMMUNITY ACTIVITIES
42. INABILITY TO TAKE CRITICISM
43. LACK OF APPRECIATION OF VALUE OF EXPERIENCE
44. RADICAL IDEAS
45. LATE TO INTERVIEW WITHOUT GOOD REASON
46. NEVER HEARD OF COMPANY
47. FAILURE TO EXPRESS APPRECIATION FOR INTERVIEWER'S TIME
48. ASKS NO QUESTIONS ABOUT THE JOB

WHY PEOPLE ARE OR AREN'T HIRED

CHECK THE REASONS WHY PEOPLE AREN'T HIRED.

1. _____WELL-GROOMED
2. _____ABILITY TO LISTEN
3. _____LITTLE SENSE OF HUMOR
4. _____ILL-MANNERED
5. _____POOR SCHOLASTIC RECORD
6. _____SELF-CONFIDENT
7. _____MATURE
8. _____LAZY
9. _____ASKS NO QUESTIONS ABOUT THE JOB
10. _____ABLE TO THINK AND SPEAK CLEARLY
11. _____LACK OF MATURITY IN CAREER PLANNING - NO KNOWLEDGE OR GOALS, PLANS, AMBITIONS, ETC.
12. _____HAVE RECREATIONAL AND CULTURAL INTERESTS
13. _____KNOWS NOTHING ABOUT THE COMPANY
14. _____INTEREST OF ACTIVE PARTICIPATION IN COMMUNITY AFFAIRS.
15. _____CRITICIZE FORMER EMPLOYERS OR WORKERS
16. _____WILLING TO ACCEPT BEGINNING JOB REQUIREMENTS
17. _____FRANK AND HONEST
18. _____FAILS TO LOOK INTERVIEWER IN THE EYE
19. _____SLOPPY APPLICATION BLANK
20. _____RESPONDS WITH INTEREST TO QUESTIONS ASKED

MAKE A LIST OF THE 8 MAIN THINGS THAT AN EMPLOYER LOOKS FOR DURING AN INTERVIEW:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

EVALUATION OF ROLE-PLAYING INTERVIEW

1. DID YOU FEEL AT EASE IN THIS SITUATION?
2. DO YOU FEEL YOUR QUESTIONS WERE RELEVANT FOR THIS INTERVIEW?
3. WERE YOU ABLE TO ANSWER THE PROSPECTIVE EMPLOYER'S QUESTIONS?
4. DID YOU FEEL THE QUESTIONS YOU LISTED AS A PROSPECTIVE EMPLOYER, AS-17-1, PART B, WERE IMPORTANT AND EASILY ANSWERED?
5. DO YOU FEEL THIS MOCK INTERVIEW BETTER PREPARED YOU FOR A REAL INTERVIEW SITUATION?
6. HOW DO YOU THINK THE MOCK INTERVIEW BETTER PREPARED YOU FOR A REAL INTERVIEW?
7. HOW DID YOU REACT TO VIEWING YOURSELF ON TAPE?

INTERVIEWING APPLICANTS

THE CARSWELL CLOTHING STORE HAS A NEED FOR A SALESPERSON IN THE MEN'S DEPARTMENT. MR. CARSWELL, THE OWNER, INTERVIEWS THE FOLLOWING APPLICANTS.

APPLICANT NO.1

JOHN ATMAN IS 18. HE GRADUATED FROM HIGH SCHOOL THREE WEEKS AGO AND HAS NEVER WORKED. JOHN'S GRADES IN SCHOOL WERE MOSTLY A'S AND B'S, AND HIS COUNSELOR ENCOURAGED HIM TO GO TO COLLEGE. JOHN'S PARENTS CANNOT AFFORD TO SEND HIM AWAY TO COLLEGE, AND THERE IS NO COLLEGE IN HIS HOMETOWN. HE THINKS THAT IS HE WORKS FOR A YEAR AND SAVES HIS MONEY, HE CAN GO AWAY TO COLLEGE AND HIS PARENTS CAN HELP HIM SOME. JOHN IS 5'8 TALL, WEIGHS 205 AND HAS A RATHER OUTGOING PERSONALITY. HE ARRIVED FOR THE INTERVIEW ABOUT FIVE MINUTES BEFORE HIS APPOINTMENT WEARING SLACKS AND AN OPEN-COLLAR SPORT SHIRT.

APPLICANT NO. 2

KENT BENNET IS 19. HE DROPPED OUT OF HIGH SCHOOL WHEN HE WAS 16 AND IN THE 10TH GRADE. HE HAS WORKED ON A NUMBER OF JOBS BUT NEVER STAYED WITH ONE FOR MORE THAN FOUR MONTHS. HIS EXPERIENCE INCLUDED WORKING AS A SERVICE STATION ATTENDANT, COUNTER SALESPERSON, DELIVERY PERSON, PRINTER, AND CUSTODIAN. KENT DOESN'T KNOW WHAT HE WANTS TO DO WITH HIS LIFE, AND HE DOESN'T THINK ABOUT WHERE HE WILL BE FIVE, TEN, OR TWENTY YEARS FROM NOW. HIS MAIN INTEREST PRESENTLY IS TO BUY A NEW FORD LIKE THE ONE HIS COUSIN HAS. KENT IS 6' TALL AND WEIGHS 180. HE WORE A DRESS SHIRT, TIE, SLACKS, AND A SPORT COAT FOR THE INTERVIEW; AND HE WAS ON TIME FOR HIS APPOINTMENT.

APPLICANT NO. 3

LYLE COATS IS 18. HE GRADUATED FROM HIGH SCHOOL THREE WEEKS AGO AND WORKED PART-TIME AS A SALESPERSON IN A BICYCLE SHOP DURING HIS SENIOR YEAR. HIS GRADES IN SCHOOL WERE MOSTLY C'S. HE THINKS THAT HE WOULD LIKE TO GO INTO SALES AS A CAREER BUT WANTS TO ATTEND A TWO-YEAR COLLEGE TO MEET THE REQUIREMENTS FOR THE UNIVERSITY AND THEN MAJOR IN BUSINESS ADMINISTRATION. HE WOULD LIKE TO WORK AT CARSWELL'S FOR A YEAR AND A SUMMER TO SAVE MONEY FOR COLLEGE. LYLE IS 5'9" TALL AND WEIGHS 160. HE ARRIVED FOR HIS APPOINTMENT FIVE MINUTES EARLY WEARING JEANS AND AN OPEN-COLLAR SPORT SHIRT. HE HAS AN OUTGOING PERSONALITY.

APPLICANT NO. 4

MARK DOWNS IS 18. HE GRADUATED FROM HIGH SCHOOL THREE WEEKS AGO AND WORKED PART TIME AS A FRY COOK DURING HIS SENIOR YEAR. HE DID WELL IN HIGH SCHOOL BUT HAS NO INTEREST IN GOING TO COLLEGE. HE WOULD LIKE TO BECOME A TOP SALES PERSON SOME DAY AND IS WILLING TO WORK HARD TO SUCCEED - THIS WAS SHOWN IN HIS GRADES IN SCHOOL. MARK IS WILLING TO ATTEND NIGHT SCHOOL TO IMPROVE HIS SKILLS IN SELLING. HE IS 5'7" TALL AND WEIGHS 140 POUNDS. HE ARRIVED A FEW MINUTES LATE FOR HIS INTERVIEW, WEARING A DRESS SHIRT, TIE, SLACKS, AND A SPORTS COAT.

EVALUATING APPLICANTS

IF YOU WERE MR. CARSWELL, WHICH OF THESE FOUR APPLICANTS WOULD YOU HIRE? EXPLAIN YOUR CHOICE.

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IF YOUR FIRST CHOICE DECLINED THE OFFER AND TOOK ANOTHER JOB, WHICH WOULD YOU THEN HIRE? WHY?

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WHICH OF THESE APPLICANTS WOULD YOU NOT HIRE EVEN IF YOU HAD TO ADVERTISE THE OPENING AGAIN AND INTERVIEW ADDITIONAL APPLICANTS? WHY?

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PREPARING FOR AN INTERVIEW

1. LIST FIVE (5) THINGS THAT AN EMPLOYER LOOKS FOR DURING AN INTERVIEW.

    1.
2. 2.
    3.
    4.
    5.

2. EXPLAIN THE PURPOSE OF AN INTERVIEW.

3. NAME OR LIST SIX (6) THINGS THAT YOU CAN CHECK OR DO TO PREPARE FOR AN INTERVIEW.

    1.
    2.
    3.
    4.
    5.
    6.

4. TWO COMMON METHODS USED IN ARRANGING FOR A JOB INTERVIEW ARE:

    1.
    2.

5. TRUE OR FALSE - ANSWER BY CIRCLING "T" FOR TRUE OF "F" FOR FALSE:

    T F 1. IT IS NOW CONSIDERED PROPER TO LIGHT UP A CIGARETTE DURING THE INTERVIEW.

    T F 2. THERE IS NOT MUCH YOU CAN DO TO PREPARE FOR AN INTERVIEW.

    T F 3. IF YOU ARE NERVOUS, IT IS A GOOD IDEA TO TAKE A FRIEND TO SIT IN WITH YOU DURING THE INTERVIEW.

    T F 4. YOU SHOULD STAND UNTIL THE INTERVIEWER ASKS YOU TO SIT.

    T F 5. THE WAY YOU ARE DRESSED AND GROOMED WILL BE TAKEN INTO CONSIDERATION BY THE INTERVIEWER IN DECIDING WHETHER OR NOT YOU SHOULD BE HIRED.